

Why iPads in Kindergarten?

Digital Early Literacy
Research & Rationale

Pamela Redmond, Ed.D.
Martha McCoy, M.Ed.



ikinder.org



iKinder,

Do You?



tu.edu/gsoe

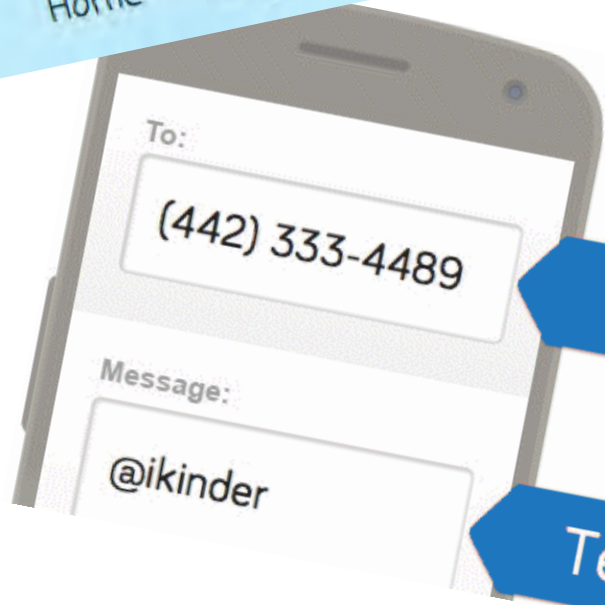


32nd Annual PK1 Conference
Santa Clara, CA
January 17-19, 2014





@edumuse
#ikinder



Enter this number

Text this message

remind **101**

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Where does this session fit in the technology strand of CKA

A7: Apply Ever After

C7: 21st Century Learning, PBL & Cross-age Partnerships with iPads!

D7: Just Dive In - iPads in the Primary Classroom

E7: Why iPads in Kindergarten?

Digital Early Literacy Research and Rationale



GSOE STUDENT IS 2014 CALIFORNIA TEACHER OF THE YEAR



Touro University California - Located on Historic Mare Island in the North Bay Area.
Innovative Learning Fellows Program is Blended Online - Virtual Face2Face
Established by a \$1 Million funding sponsored by Congressman George Miller

Pamela
Redmond



Kim
Floyd



Martha McCoy

Pam Rubel Mary Burton

Anne Garner



Factors that Influence Readiness

2011 [Center for Applied Research](#) at the National Association for the Education of Young Children (NAEYC)
2000 NCES Condition of Education - nces.ed.gov/pubs2001/2001035.pdf *Entering Kindergarten: A portrait of American Children*



Among the most important tasks of the first five years of life is the development of language.

Children's language ability affects learning and development in all areas.

Language strongly predicts later success in learning to read and write



image courtesy pregnancy.org

- Snow, Burns, & Griffin 1998

Importance of Language Development



One of the best predictors of whether a child will function competently in school and go on to contribute actively in our increasingly literate society is the level to which the child progresses in reading and writing

- IRA & NAEYC, 1998, p. 30



Image from: www.ci.sherman.tx.us

Children who are skilled communicators are likely to demonstrate better social competence and school readiness.



The Widening Income Achievement Gap

Sean F. Reardon

If we do not find ways to reduce the growing inequality in education outcomes, we are in danger of bequeathing our children a society in which the American Dream—the promise that one can rise, through education and hard work, to any position in society—is no longer a reality. Our schools cannot be expected to solve this problem on their own, but they must be part of the solution. (2013)

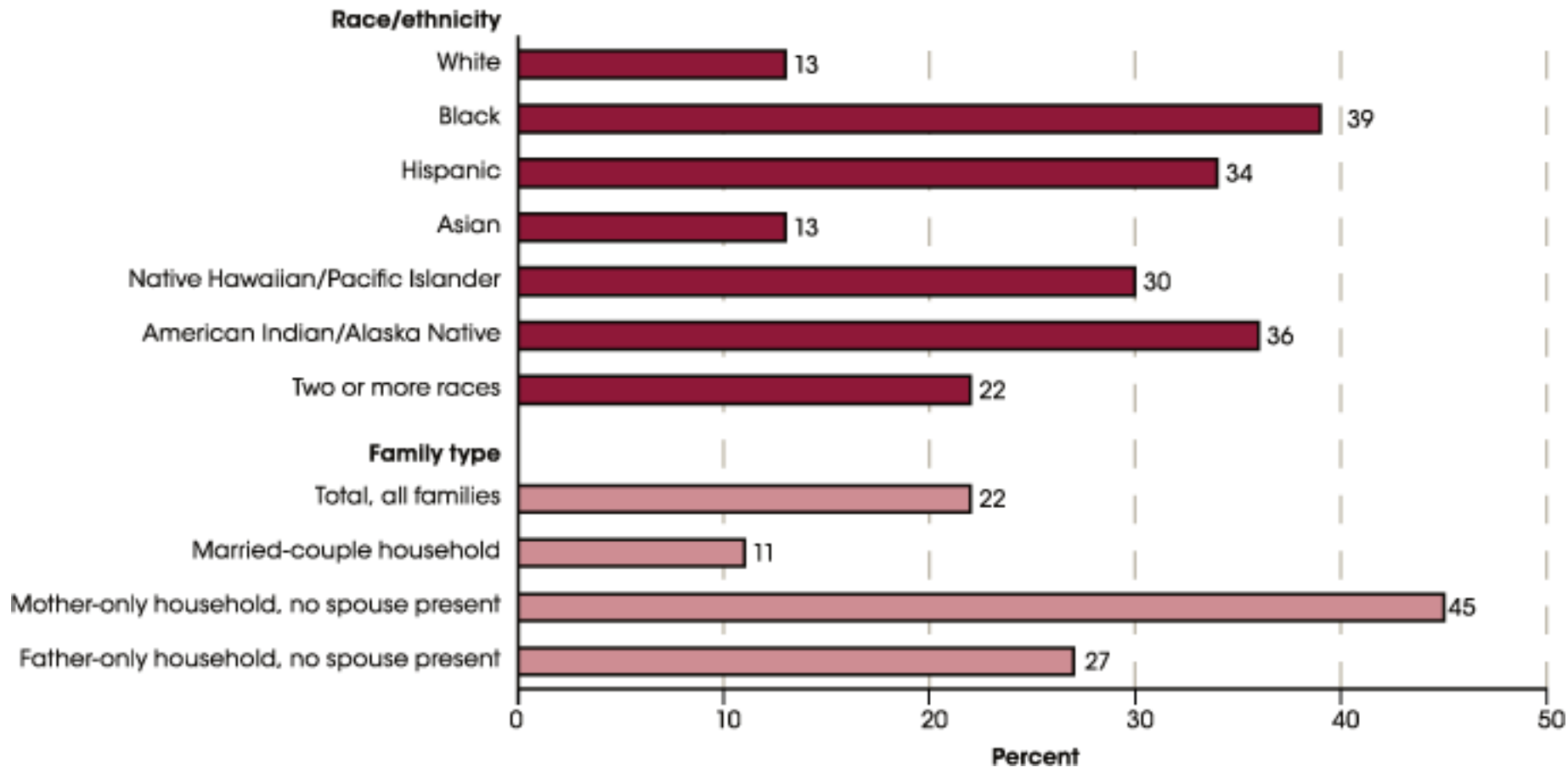
Persistent Achievement Gaps & Language

“Alex Rappaport argues that word acquisition may be the easiest way to close the achievement gap”

According to Teach for America, 8% of students growing up in poverty graduate from college by age 24, compared with 80% of students in more affluent areas. In other words, the effects of the gap extend beyond test scores and make a significant impact on achievement throughout a student's academic career.

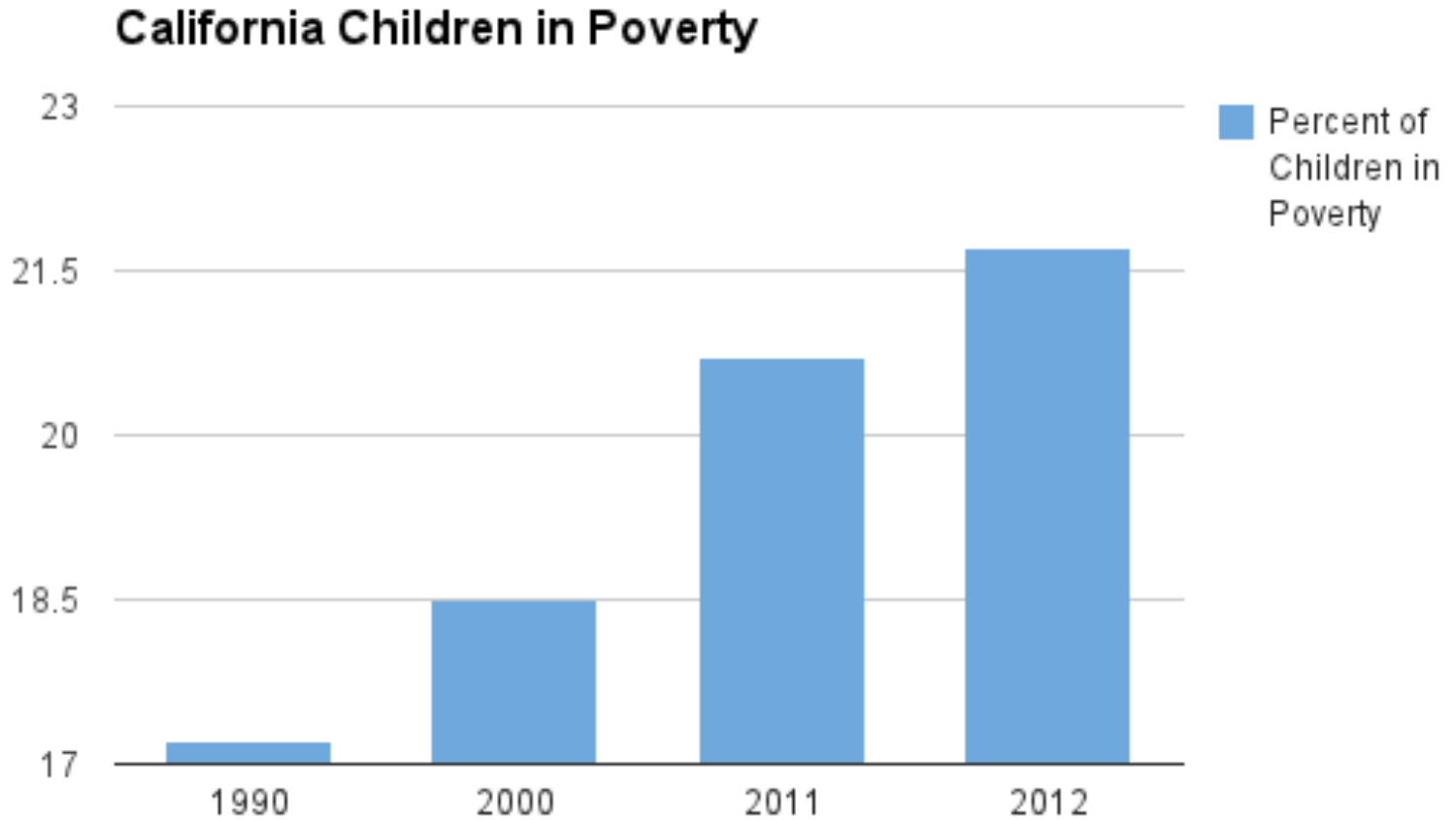
Reardon, Sean F. “The widening academic achievement gap between the rich and the poor: New evidence and possible explanations” in R. Murnane & G. Duncan (Eds.), *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*, New York: Russell Sage Foundation Press, 2011

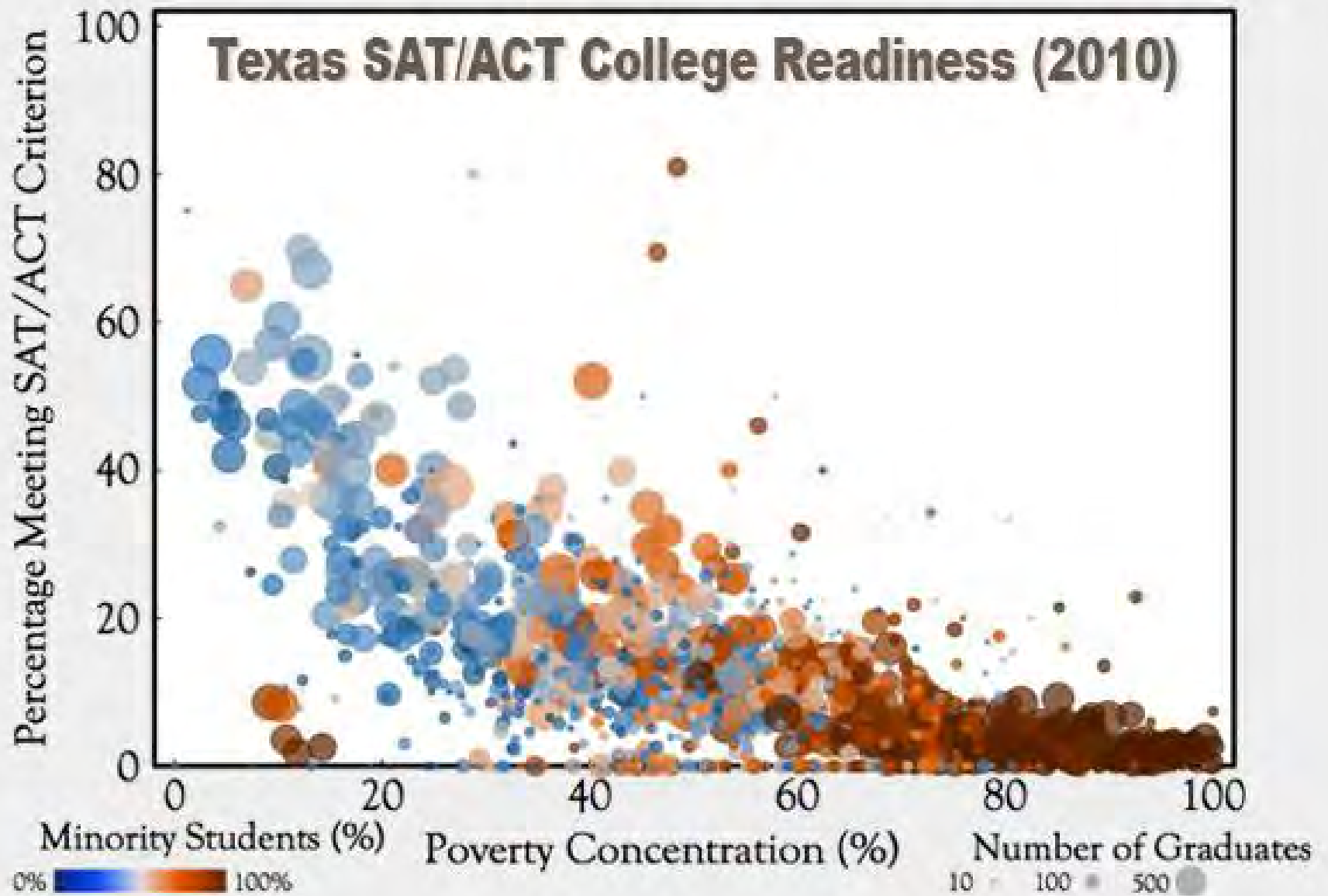
NCES - Children under 18 in Poverty 2011



SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2011. See *Digest of Education Statistics 2012*, [table 27](#).

California's Children of Poverty





Landmark Poverty Study on Language

Families' Language and Use Differ Across Income Groups

Measures & Scores	Families					
	<i>13 Professional</i>		<i>23 Working-class</i>		<i>6 Welfare</i>	
	Parent	Child	Parent	Child	Parent	Child
Protest score ¹	41		31		14	
Recorded vocabulary size	2,176	1,116	1,498	749	974	525
Average ² utterances per hour	487	310	301	223	176	168
Average ² different words per hour	382	297	251	216	167	149

Hart & Risley, 1995, 2001, 2003



Extrapolation

At-risk children hear 30 million fewer words by age 4 than their more affluent peers.

25% fewer vocabulary words needed to

succeed. 88% never catch up.

(Hart & Risely, 1995)

Gaps in reading performance between Anglo and Latino children are associated with gaps in vocabulary knowledge.

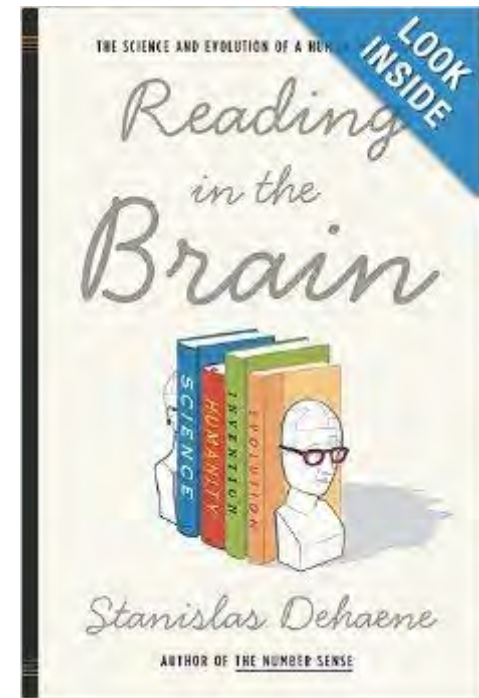
Carlo, M., et al. (2004). *Closing the Gap: Addressing the Vocabulary Needs of English-Language Learners in Bilingual and Mainstream Classrooms*. *Reading Research Quarterly*, v39 n2 p188-215 Apr-Jun 2004

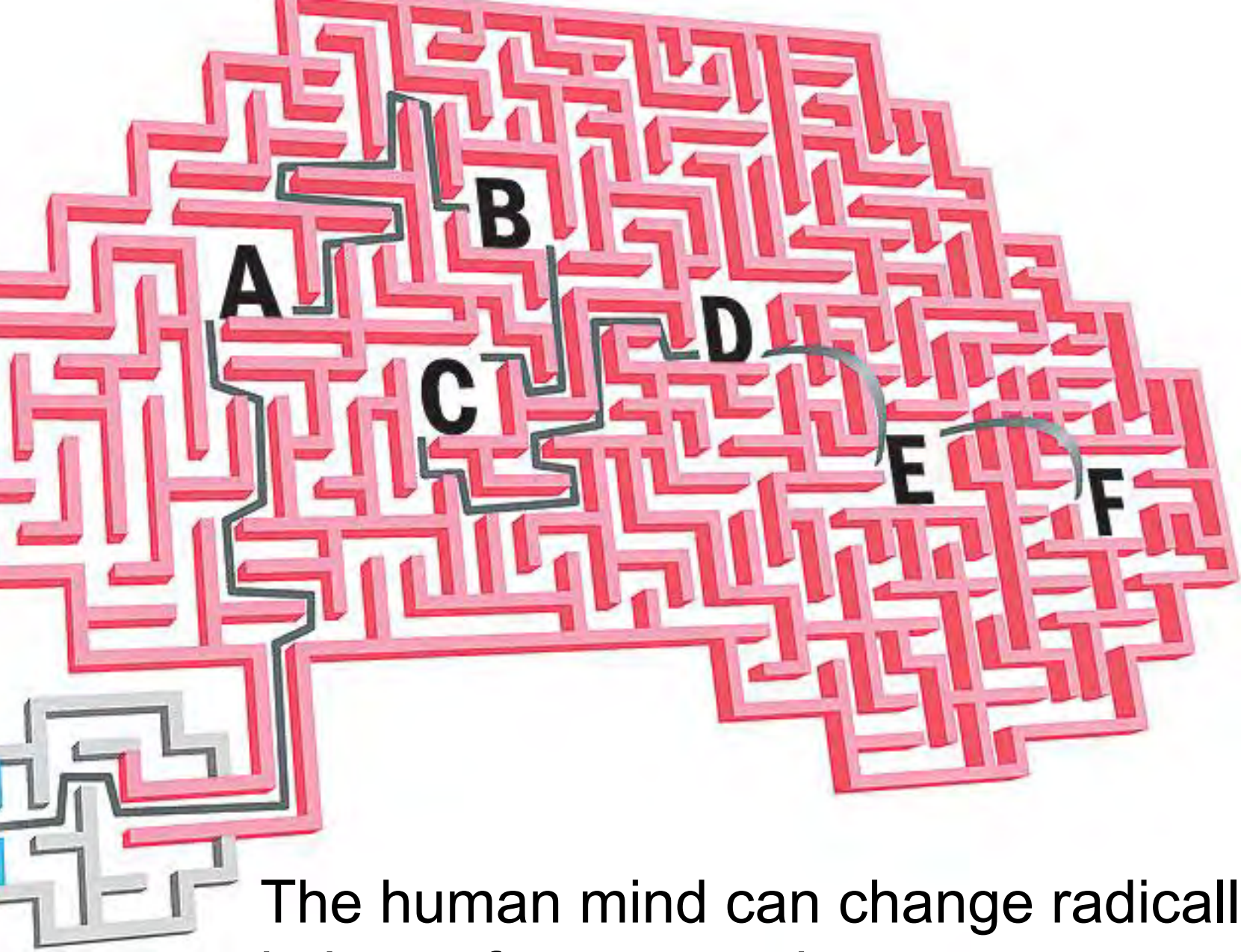
Reading has a massive impact on brain function and affects understanding in nearly all domains.

Highly structured brains @ birth ...

Are transformed by experiences. SO...

Each generation has differing stimuli - thus brains become wired in a different way.





The human mind can change radically in just a few generations.



BRAIN CHILD

WHAT
NEUROSCIENCE
TELLS US
ABOUT HOW
TO TEACH

“Learning is about making
and strengthening
synapses

Which, in turn,
create awesome learning lines,
networks, and systems
within the brain.”



Learning sparks synapses and builds connections between nerve cells



More sparks =
more brain growth

Stimulation is key!

- **Content**
- **Skills**
- **Experiences/Context**
- **Repetition**

Laura Master's inspiration again...<https://www.facebook.com/MastersLearning>

Image from: <http://sciencedefined.wordpress.com/2012/01/22/the-brain-in-technicolour/>

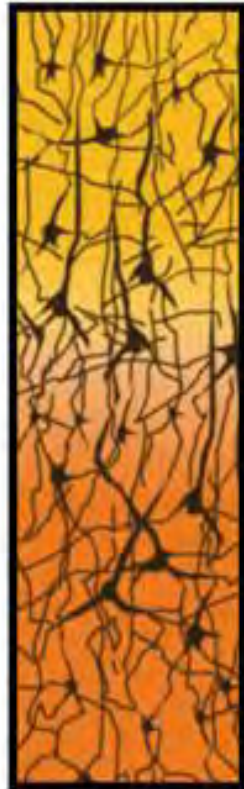
NEUROPLASTICITY: The Growth of Connections



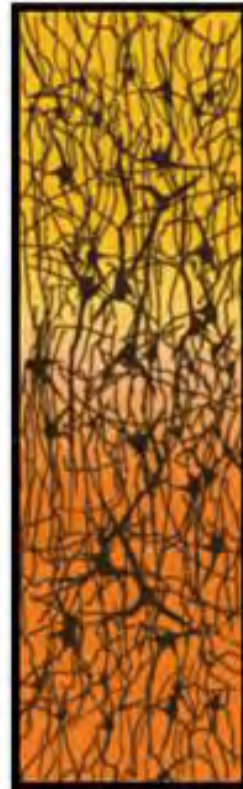
Newborn



1 Month



9 Months



2 Years



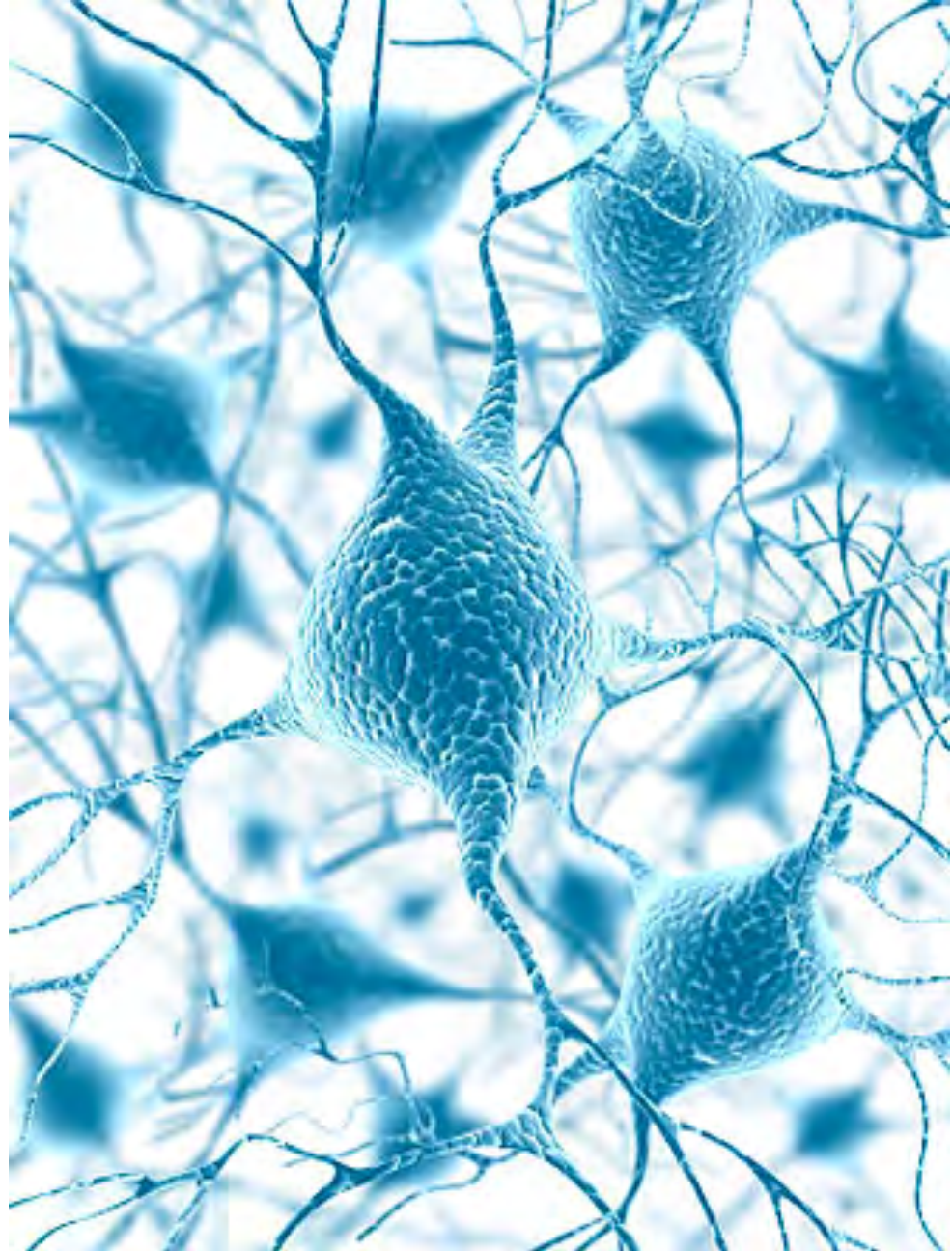
Adult



Patricia Wolfe
Author of *Brain Matters*

- Every experience either creates a new connection or strengthens an existing one. We call this learning and memory.
- Connections that are used over and over are kept but those that are not used are pruned away. Example - second language

“The strongest—and most easily accessible memories are created through dense, interwoven neural networks. Information has a much better chance at being recalled more quickly when it has been retrieved repeatedly and connected to as many other pieces of information as possible.”



Re-activating Synapses=Memory

But...due to neuroplasticity (aka adaptation)

- Existing synapses adapt to new circumstances
- new connections are constantly formed and reorganized.
- new stimulation can allow “regeneration” but through different pathways

Markus Butz, Arjen van Ooyen. **A Simple Rule for Dendritic Spine and Axonal Bouton Formation Can Account for Cortical Reorganization after Focal Retinal Lesions.** *PLoS Computational Biology*, 2013; 9 (10): e1003259 DOI: [10.1371/journal.pcbi.1003259](https://doi.org/10.1371/journal.pcbi.1003259)

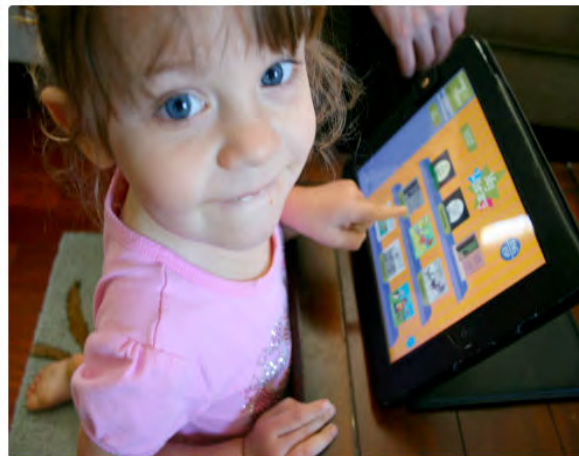
Forschungszentrum Juelich (2013, October 10). New theory of synapse formation in the brain.

Mastery learning
(aka gaming)

Engagement

- Achievable Challenges
- Rewards = Pleasure
- Physical = Dopamine
- Emotional = OK to Fail
- Cognitive = ever increasing challenges





Higher-Order Thinking Skills

Social Learning
Managing/Planning
(analyze-synthesize)
Strategize
Create

The Role of Prior Knowledge in Gaming

- “Can support or hinder learning new materials” –
David Gibson

- A good game will
 - Include a sequence to ensure learners connect with new concepts
 - Identify misconceptions then slows down to help learners “rewire” the synapses properly

Stimulating Digital Early Literacy



NapaLearns

Partnering for Innovation and Success



Mary

Pam
Rubel

Peg
Maddocks

Chuck
McMinn

Barb
Nemko

Martha
McCoy

Pam
Redmond

CJUSD

CJUSD
& Touro

NapaLearns

NapaLearns

NCOE &
NapaLearns

CJUSD
& Touro

Touro &
NapaLearns

mer



B

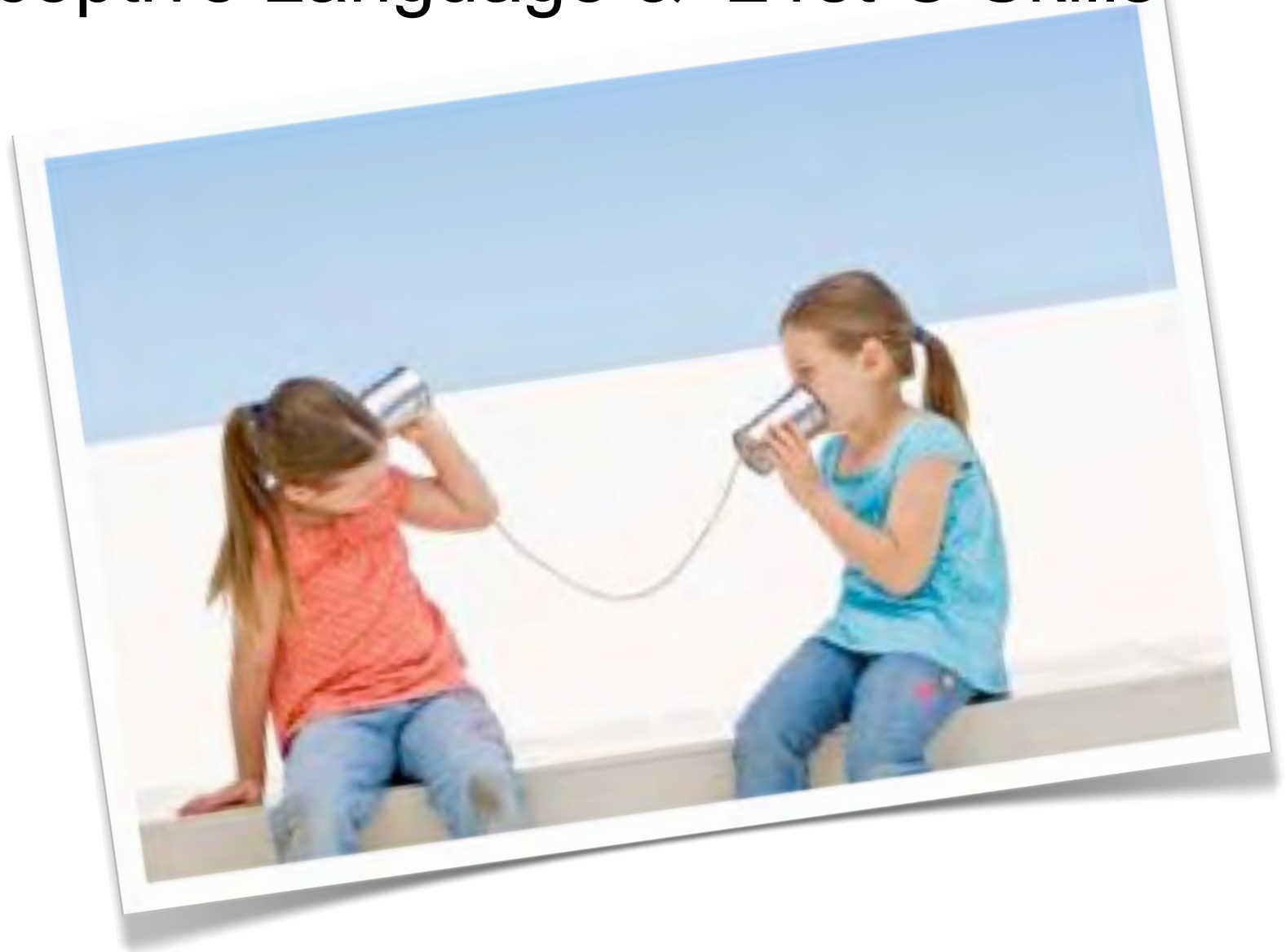
Kim Floyd
Yountville Elementary

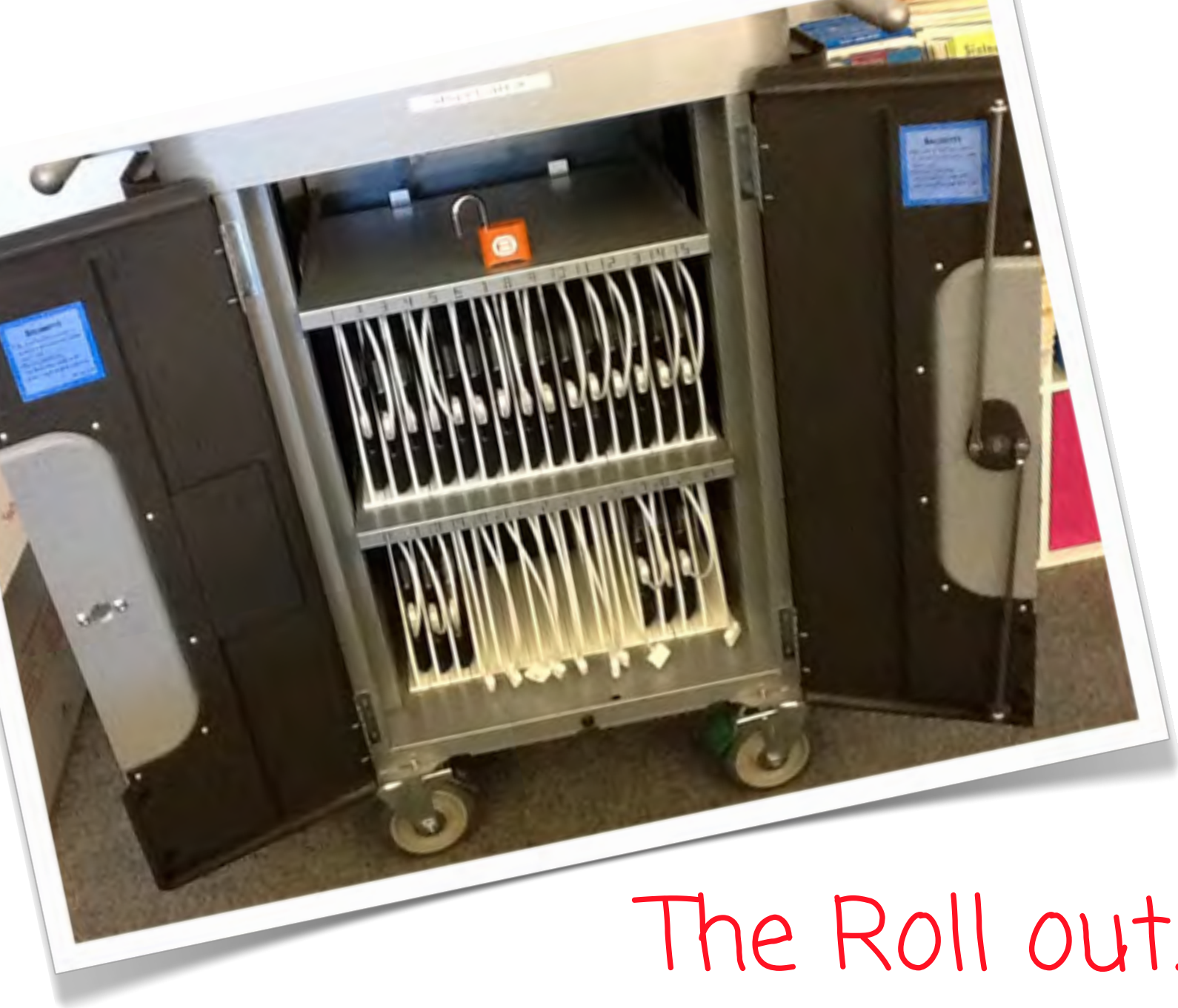


California State Superintendent of Public Instruction, Tom Torlakson visited the Summer Bridges Project 2011 and called it, "Magical...it's a great way to have students begin to learn languages in a rich way, but it also teaches them 21st-century skills and to use technology to improve themselves."

DEL Focus Year 1

Receptive Language & 21st C Skills





The Roll out..



From this ...

Thank you Punya Mishra for this idea



... to this!

Thank you Punya Mishra for this



...to overwhelm.

Thanks, again, Punya!

About the DEL Pilot

- Number of kinder students analyzed
 - Treatment: 161
 - Control: 71
- Number of classrooms: 9

	N	Gender		Ethnicity		English Learners		Free/Reduced Meals	
		Male	Female	Latino	White	EL	Non-EL	Eligible	Not Eligible
Treatment	161	54%	46%	57%	37%	51%	49%	38%	62%
Control	71	42%	58%	59%	30%	55%	45%	52%	48%

Footsteps2Brilliance



Footsteps2Brilliance

- 1,000 most important words
- Auditory support & rhyming to support fluency
- English/Spanish toggle
- Games with interactive animations and music
- Apply the learning in create-a-book

Over 200 games to follow up
the learning activity



Then, App Crazy...

IPAD APPS TO SUPPORT BLOOM'S REVISED TAXONOMY
ASSEMBLED BY KATHY SCHROCK

C	CREATING	Storytelling	Video Editing	Videocasting	Mixing	Podcasting
E	EVALUATING	Moderating	Conferencing	Networking	Peer Review	
An	ANALYZING	Outlining	Structuring	Organizing		
Ap	APPLYING	Interviewing	Simulating	Demonstrating		
U	UNDERSTANDING	Categorizing	Annotating	Tweeting		
R	REMEMBERING	Recalling	Listing	Bookmarking	Searching	Mindmapping

- MAY do & MUST do



iPogo



Lessons



Resources

Apps

Whole-class instruction





Groups

Differentiated Instruction





Project-
Based

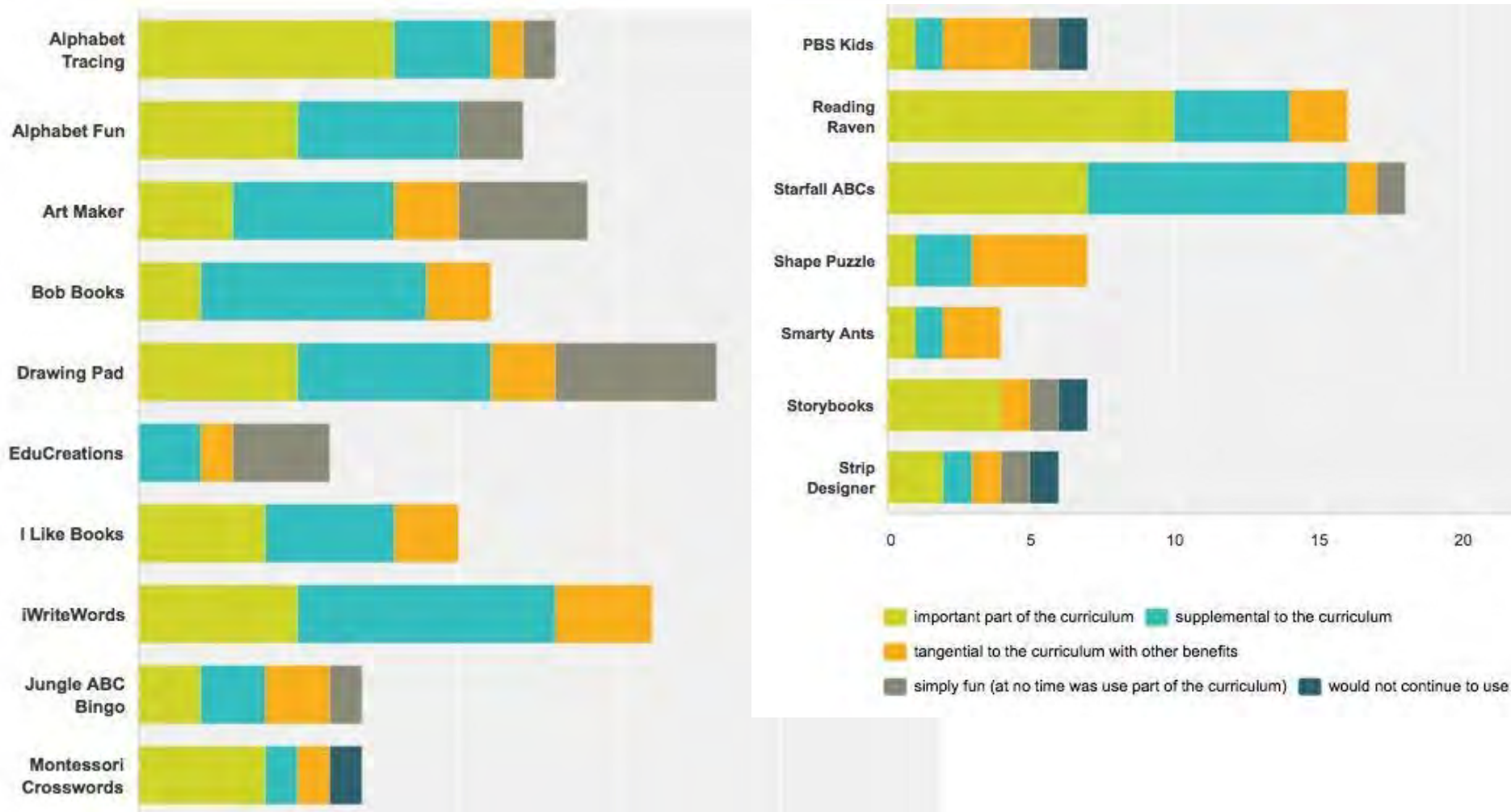
Buddies



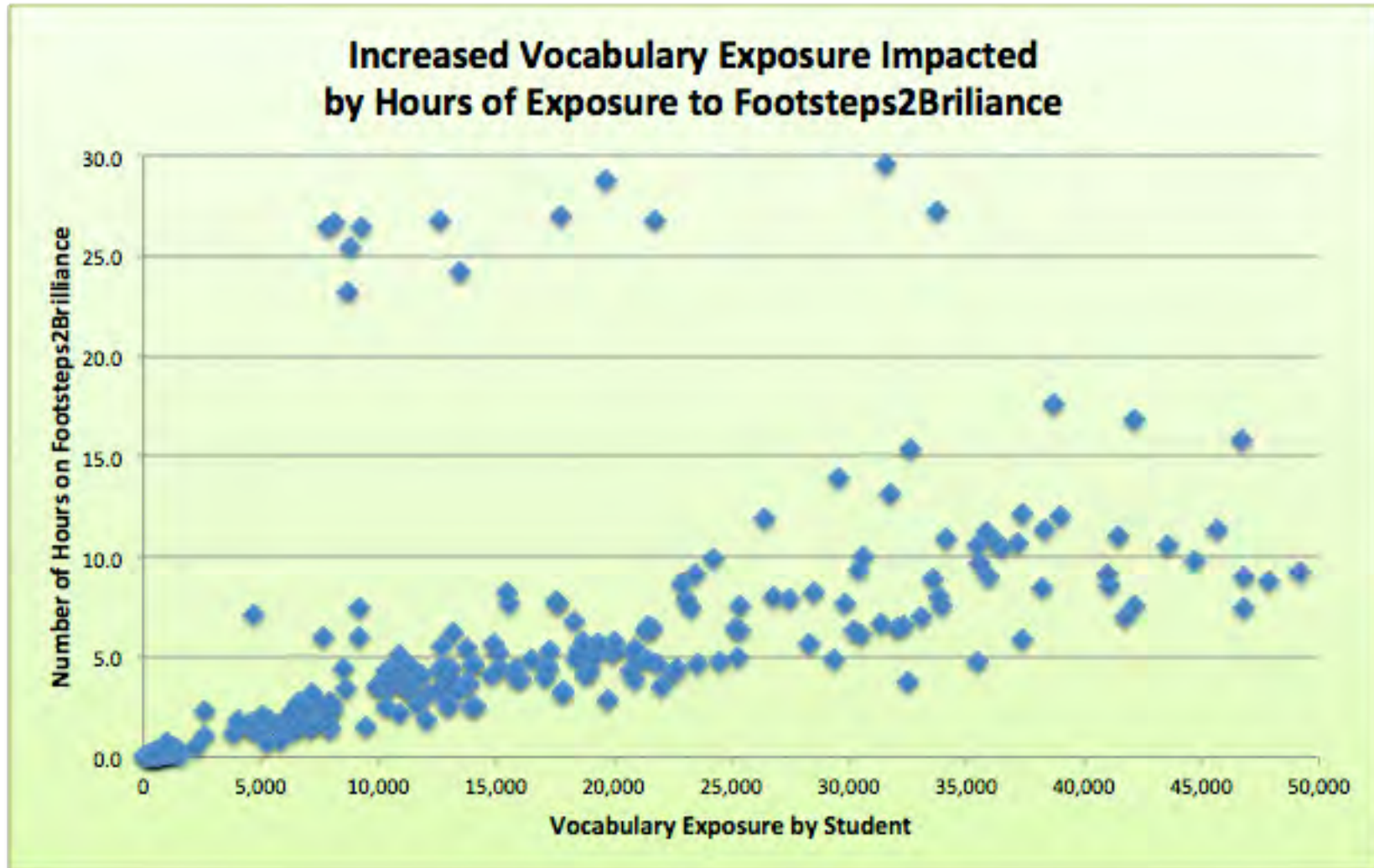


Individual Student Performance

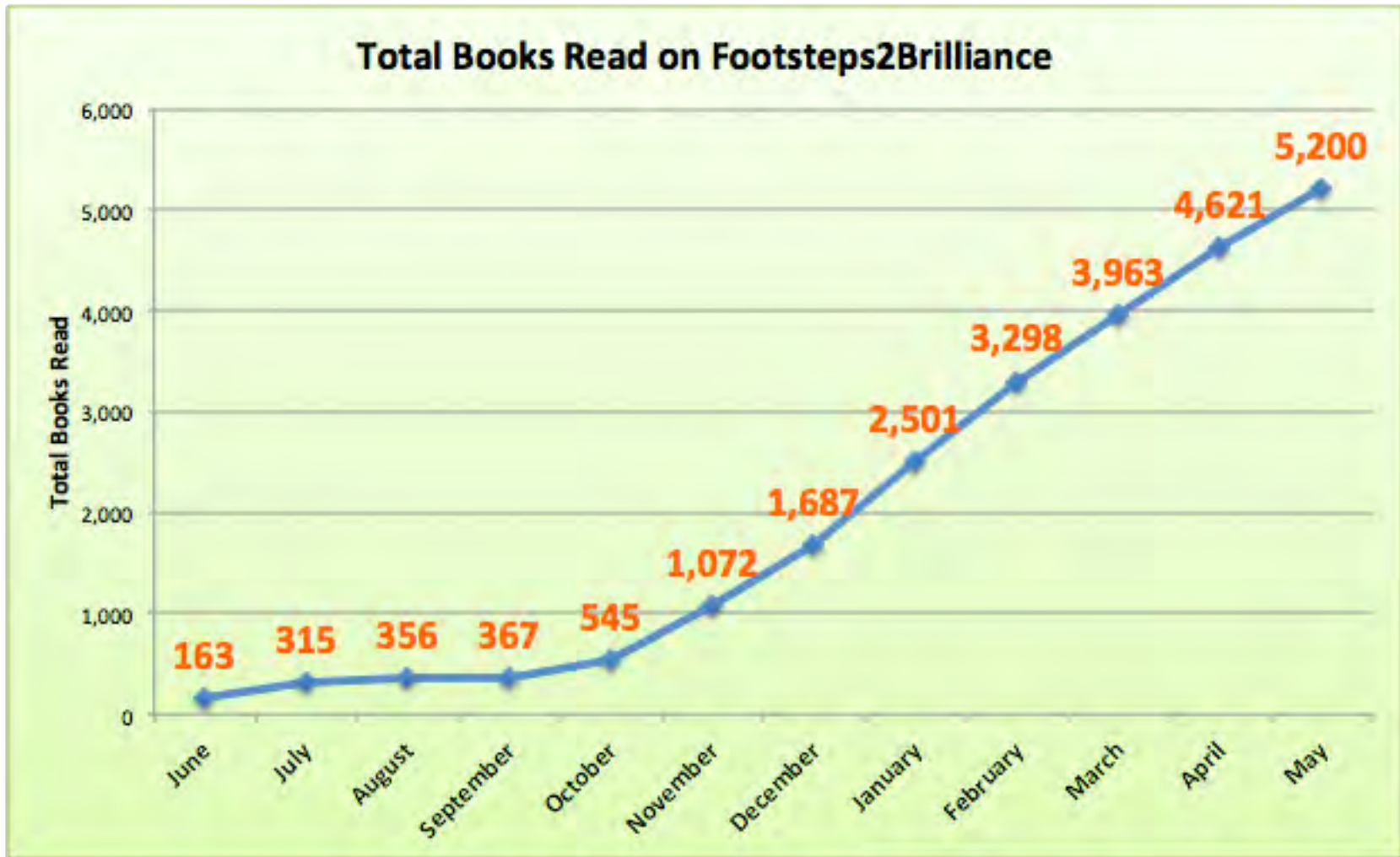
Teachers: Identify Apps & Value to Reading Curriculum



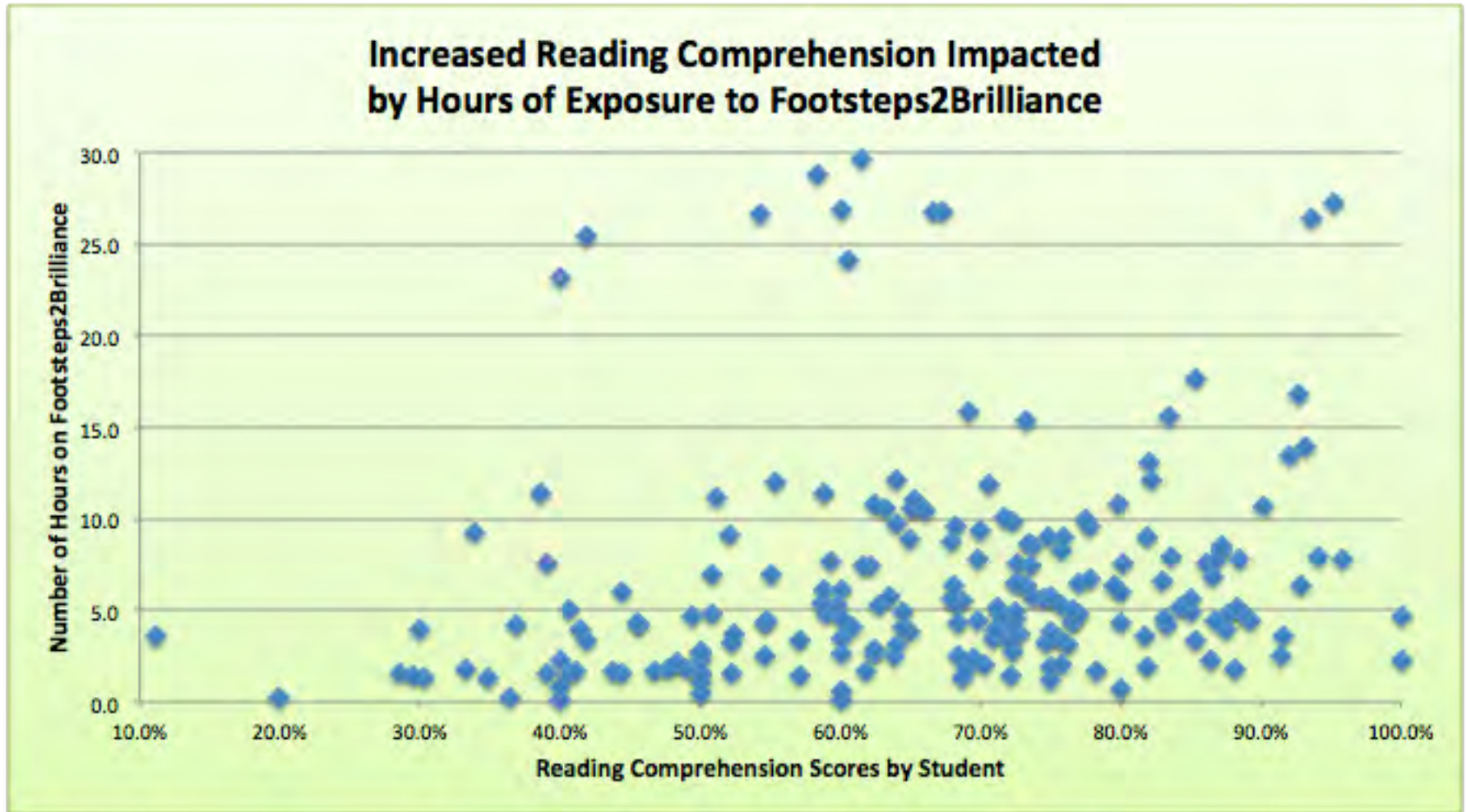
F2B Word Exposure



Books Read



Reading Comprehension



F2B Word exposure & Comprehension

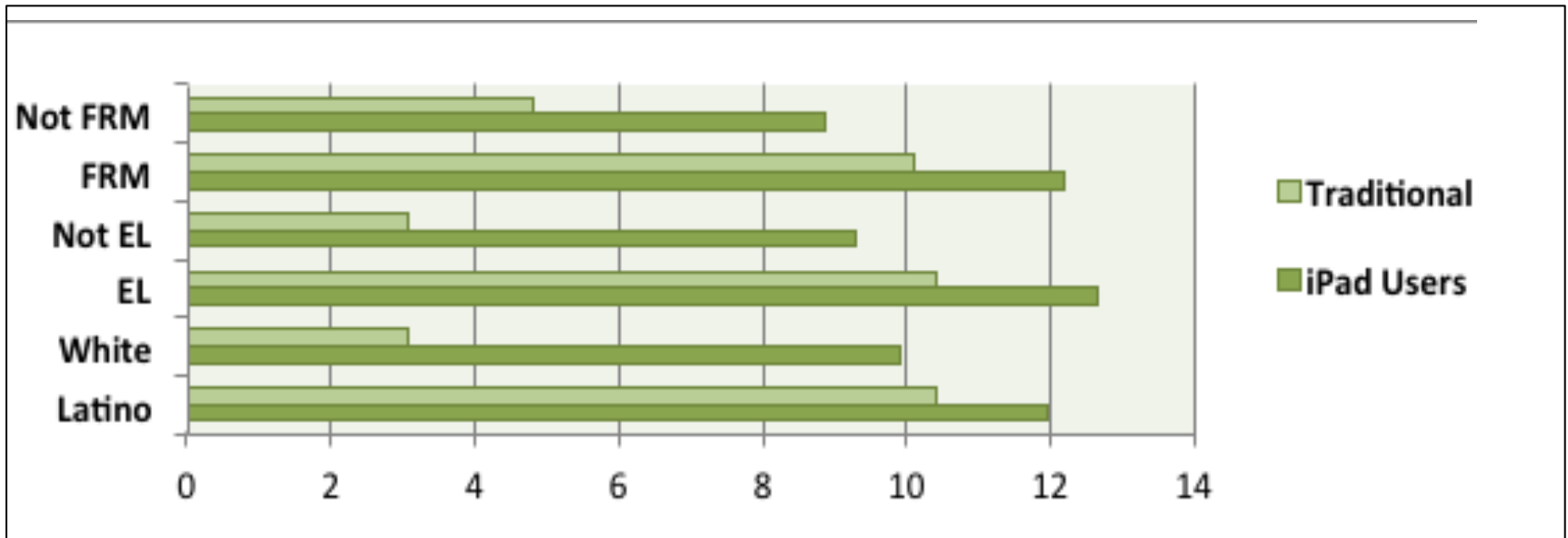
	N	Mean	Min	Max
Word Exposure	161	23,479	643	77,445
Books Completed	161	10.08	1	29
Comprehension 1 st Try	144	67.97%		
Total Comprehension	144	96.49%		

Paired t-Test of 1 st Try Comprehension with Final Comprehension
Significant $t(143)=24.67, p<.001$

Pre-Post GSV Difference with Word Exposure & Books Completed	
F2B Word Exposure	$t(159)= 6.73 p< .01$
F2B Books Completed	$t(159)= 7.85 p< .01$
Both Significant	

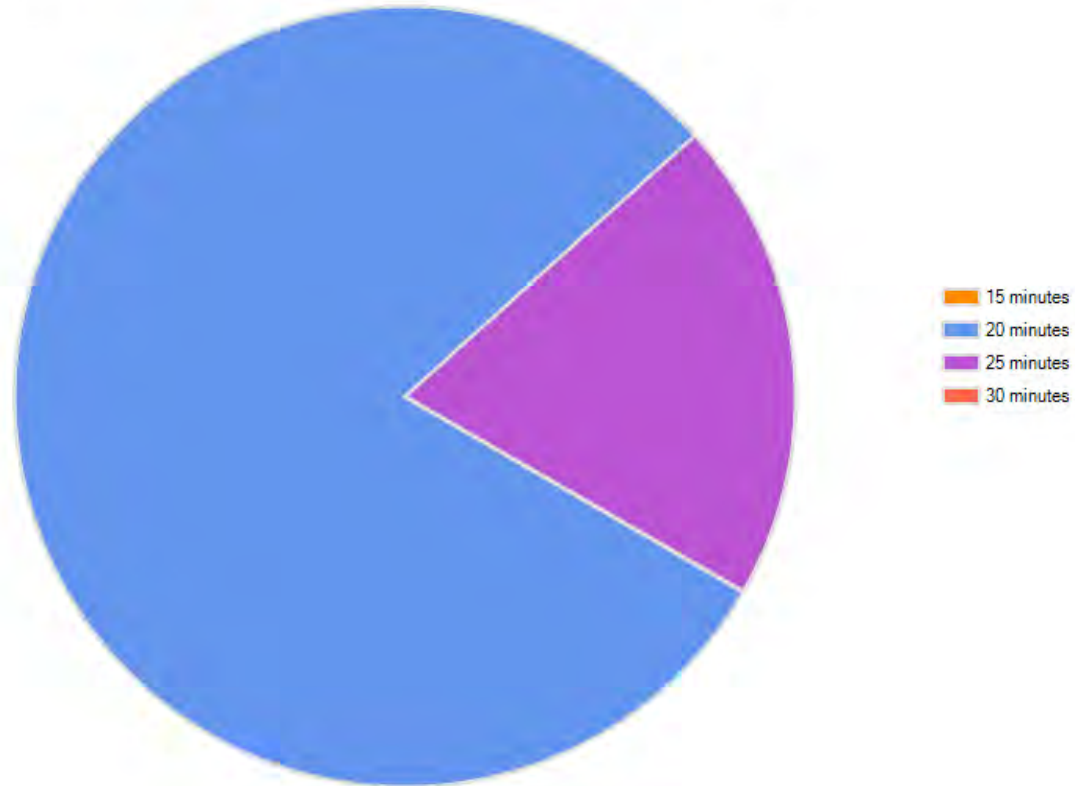
Demographic Variable Effect

- Difference in mean values



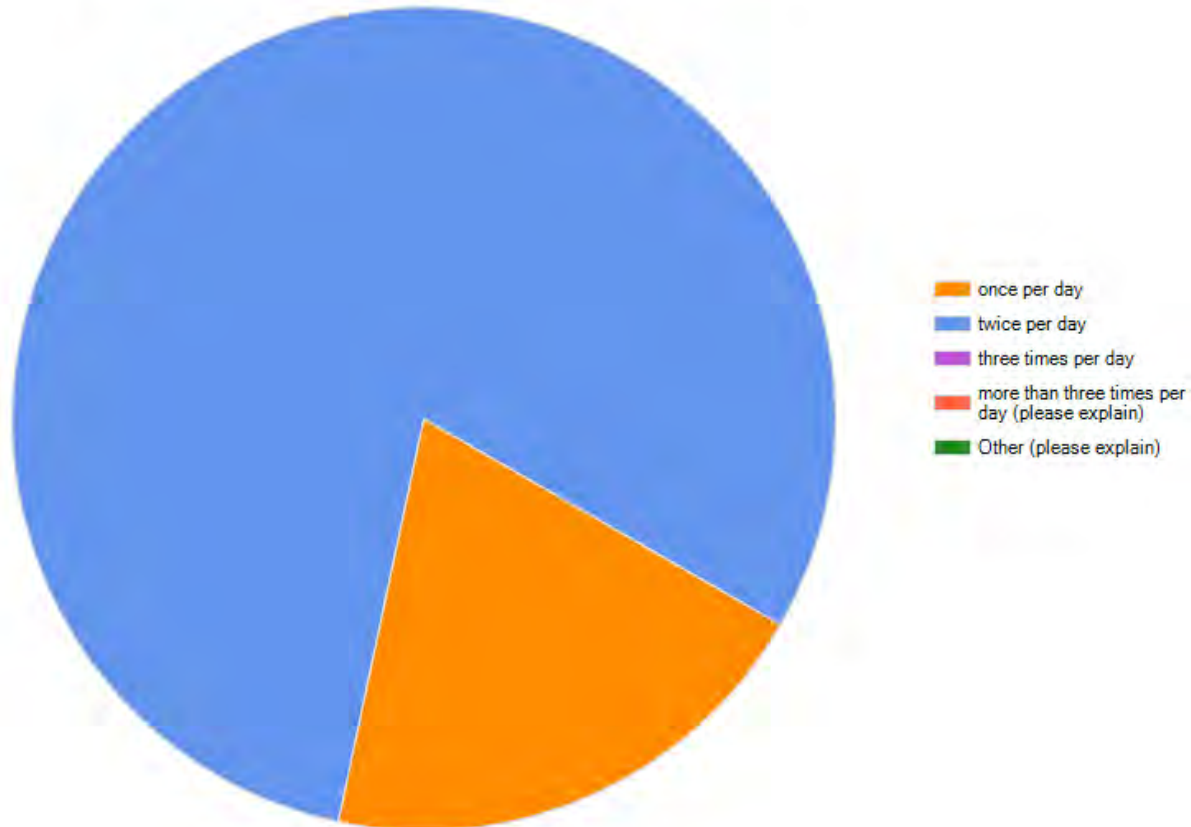
Teacher Survey Data

What was the typical amount of time **per session** that students used the ipads?



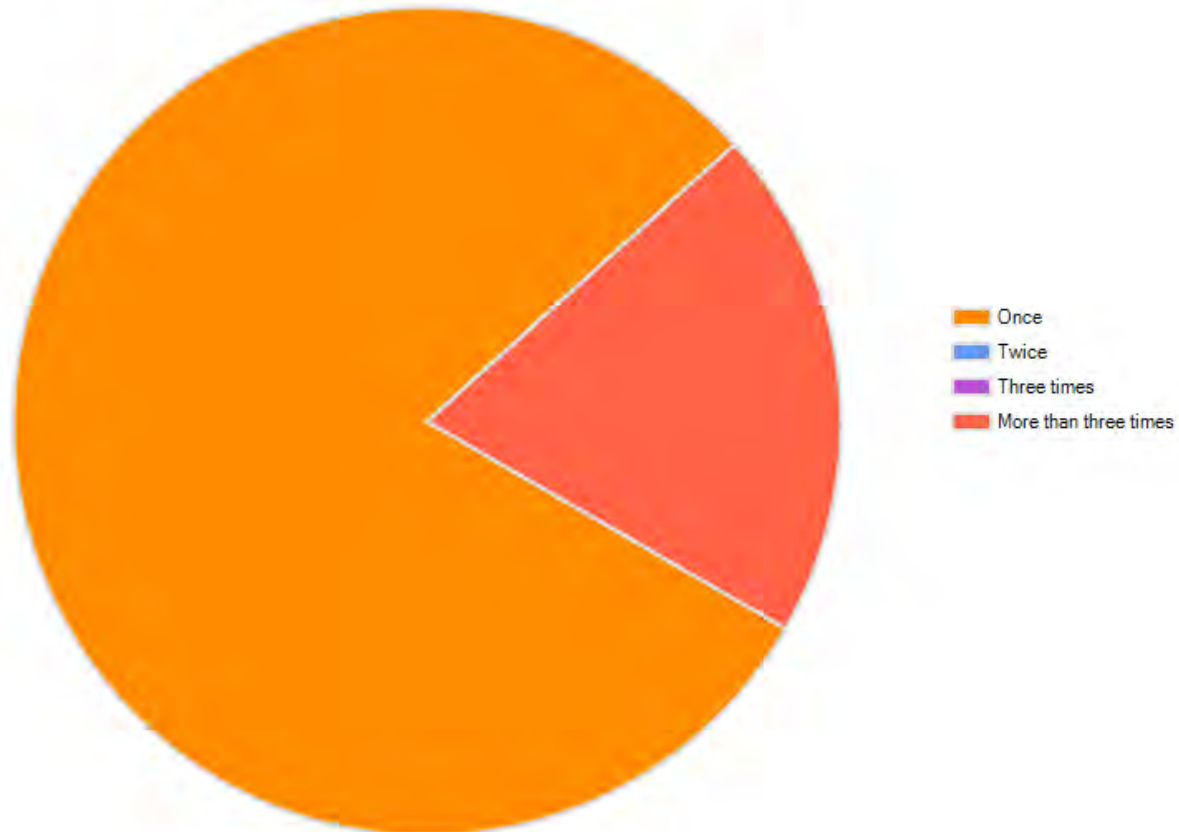
Teacher Survey Data

In a typical day, how many times did your students use the ipads?



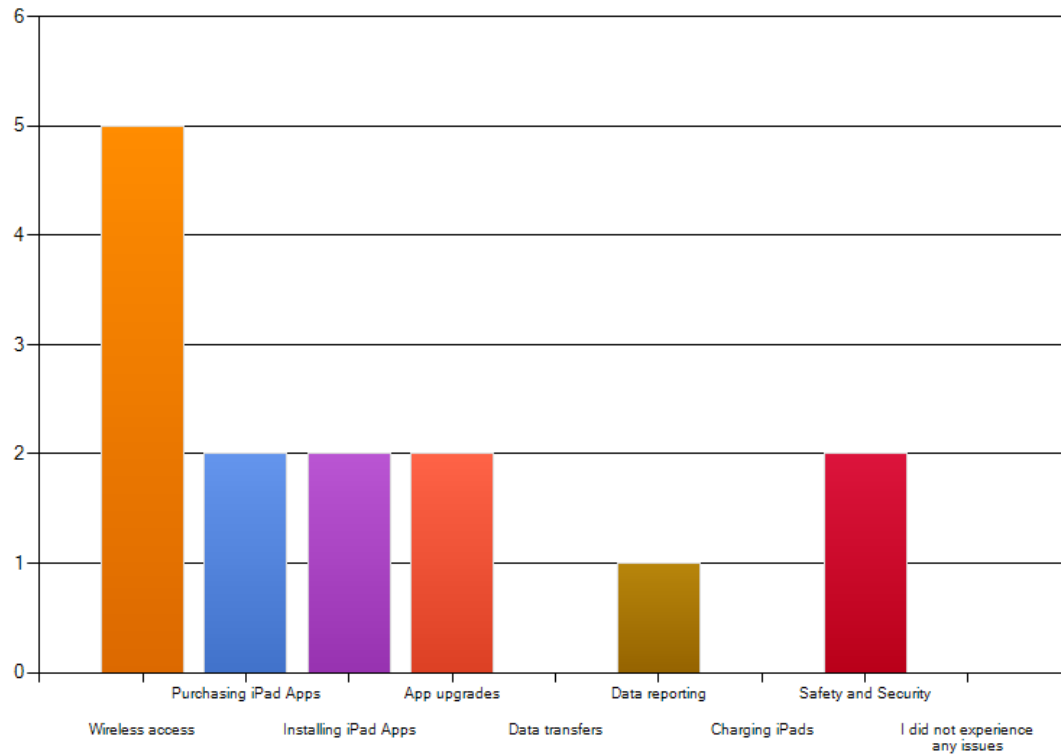
Teacher Survey Data

In a typical day, how often did your students access the Footsteps2Brilliance program?



Teacher Survey Data

Please indicate whether you experienced issues in the following areas during the year:



Focus Group Feedback

- Student Benefits:
 - learning went beyond “skills and drills” to creating great products.
 - felt powerful and valued.
- Student-centered instruction:
 - Calistoga teacher reported that she could read with each student at least one time per day because of the iPads.
 - Differentiated instruction: students could work on different applications at the same time depending on need, especially when used during Intervention.
- Teacher Benefits: A high degree of collaboration among teachers that helped the teachers become familiar with the iPads and Footsteps2Brilliance.
- Alternative applications to F2B – collection of apps with description and assessment in progress

Key Findings

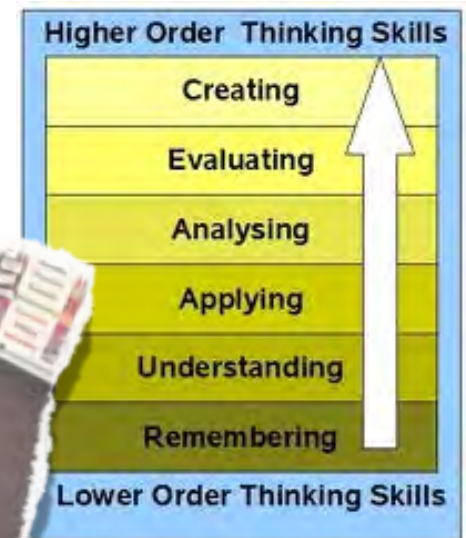
- Key Findings:
- The iPad treatment had a significant effect on students' receptive language
- Word exposure and Books Completed had a positive effect on receptive language
- Students' comprehension improved 29% from the beginning of the treatment to the end using the F2B program.
- Both Latino and White students benefited with Latinos and EL showing significant growth
- There was a significant correlation between FRM (poverty) status and the positive effect of the treatment.
- There was no significant difference between males and females in their performance.

Expressive Language - Year 2

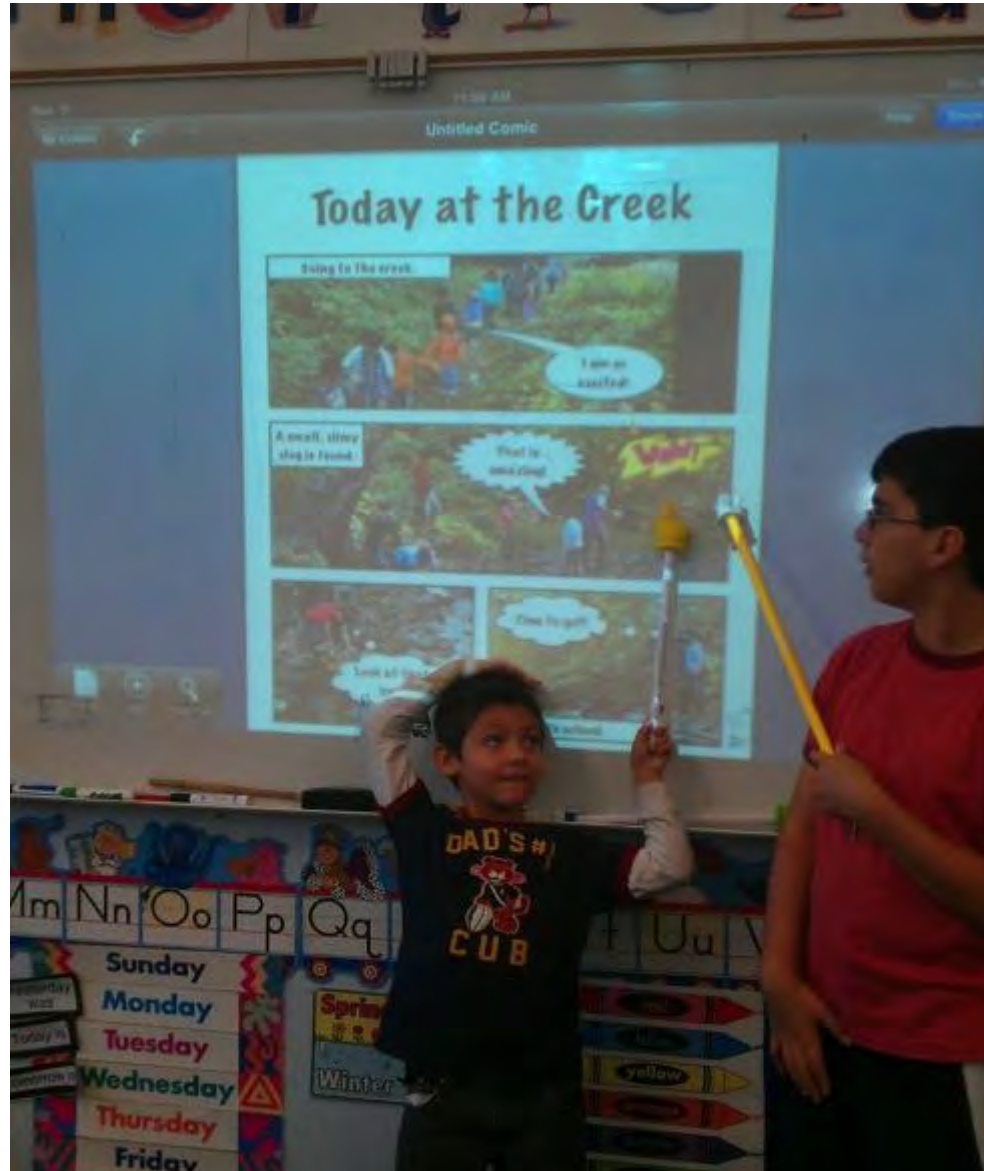


Without F2B...

How do we know they are learning?



Communication





Fun with digital storytelling!!

<http://youtu.be/yihq8BIhL9c>

Time for Recess

Look at me. I am hanging like a monkey.



I like riding bikes with my friends at school.



Today was a fun day with my 6th grade friend!!!!!!

RASH

Everyday I learn new things and it's fun to learn.



21st Century Learning with iPads



Martha McCoy



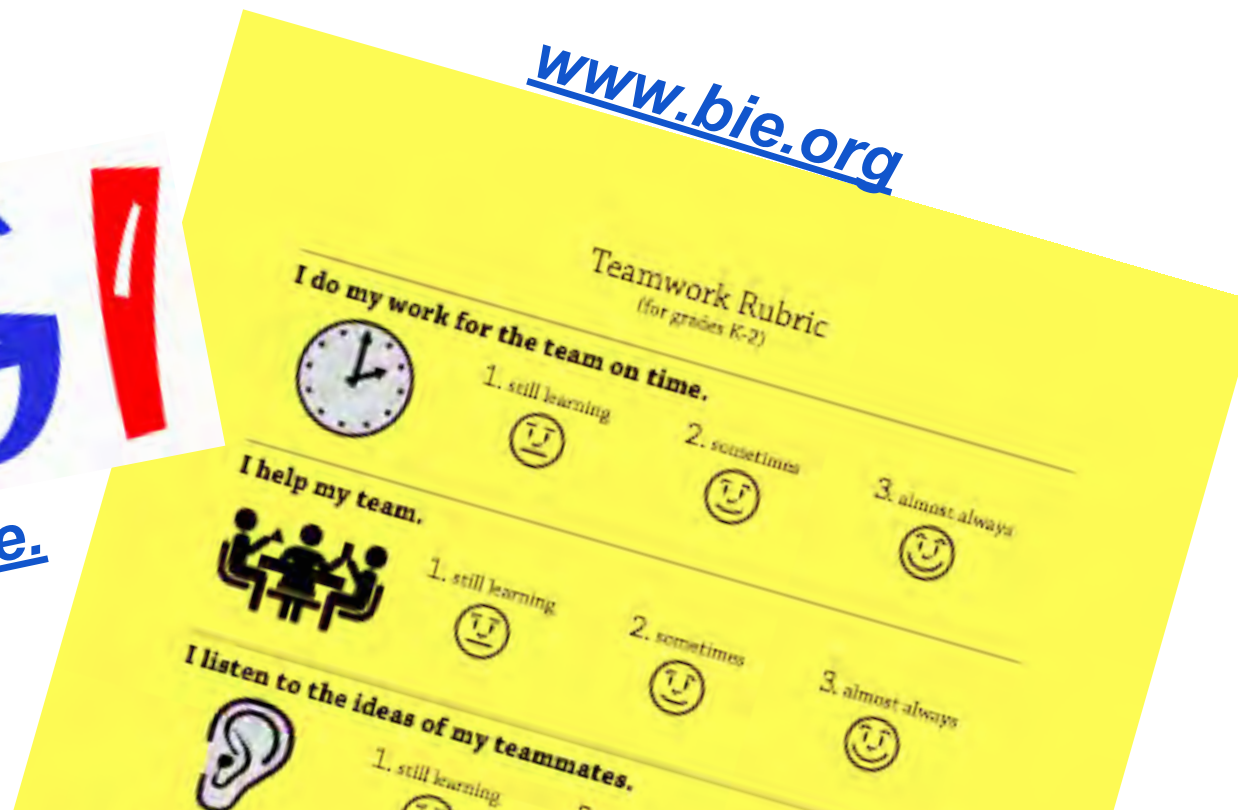




ASSESSMENT TOOLS

★ Online: ESGI

★ RUBRICS: Buck Institute FreeBie



K-6 iTeam Buddies Using a Rubric

Teamwork Rubric (for grades K-2)

I do my work for the team on time.



1. still learning



2. sometimes



3. almost always



I help my team.



1. still learning



2. sometimes



3. almost always



I listen to the ideas of my teammates.



1. still learning



2. sometimes



3. almost always



I share my ideas with my team.



1. still learning



2. sometimes



3. almost always



I treat my teammates with respect.



1. still learning



2. sometimes



3. almost always



ESGI Managing Students

Students (23)

- Miguel edit
- Alvaro edit
- Maria edit
- Leo edit
- Karina edit
- Eduardo edit
- Graham edit
- Roberto edit
- Diego edit
- Litzy edit
- Oscar edit
- Dulce edit
- Mia I edit
- Dante edit
- Adrian edit
- Evelyn edit
- Karen edit
- Jesus edit
- Guadalupe edit
- Jaden edit
- Jennifer edit
- Adelaide edit

Students 23

Students who haven't been tested in the last days.

Student Name	CES_K-T2 Naming Upper Case Let	CES_K-T2 name lowercase	CES_K-T2 consonants/vowel sou	CES_T2 HFW
Daisy	Run Test	Run Test	Run Test	Run T
Miguel	Run Test	Run Test	Run Test	Run T
Alvaro	Run Test	Run Test	Run Test	Run T
Maria	100%	100%	100%	100%
Leo	100%	100%	100%	100%
Karina	Run Test	Run Test	100%	100%
Eduardo	Run Test	Run Test	100%	100%
Graham	100%	100%	100%	100%
Roberto	100%	100%	100%	100%
Diego	100%	Run Test	100%	Run T
Litzy	100%	Run Test	Run Test	Run T
Oscar	Run Test	Run Test	Run Test	Run T
Dulce	Run Test	Run Test	100%	Run T
Mia I	100%	Run Test	100%	Run T
Dante	Run Test	Run Test	100%	100%
Adrian	Run Test	Run Test	Run Test	100%

like

Directions: read the word. Student segments the sounds.

Y

1/3

N

Close

Flash cards & Parent Letter

MS. MCCOY'S CLASS SUMMARY

Flash Cards

Print PDF Print Download as PDF File Close 125 pages

05/11/2013 Evelyn Perez CES_K_T-2_CVC bit	05/11/2013 Evelyn Perez CES_K_T-2_CVC fan
05/11/2013 Evelyn Perez CES_K_T-2_CVC bit	05/11/2013 Evelyn Perez CES_K_T-2_CVC fan

Class: Pre-Math
Students 23

of items to show: All

DATA REVIEW

Print

Close

Subject: CES_K-T2 CES_K-T2 Naming Upper Case Let Class: Ms. McCoy's Class

X

Sort Options

Least Known

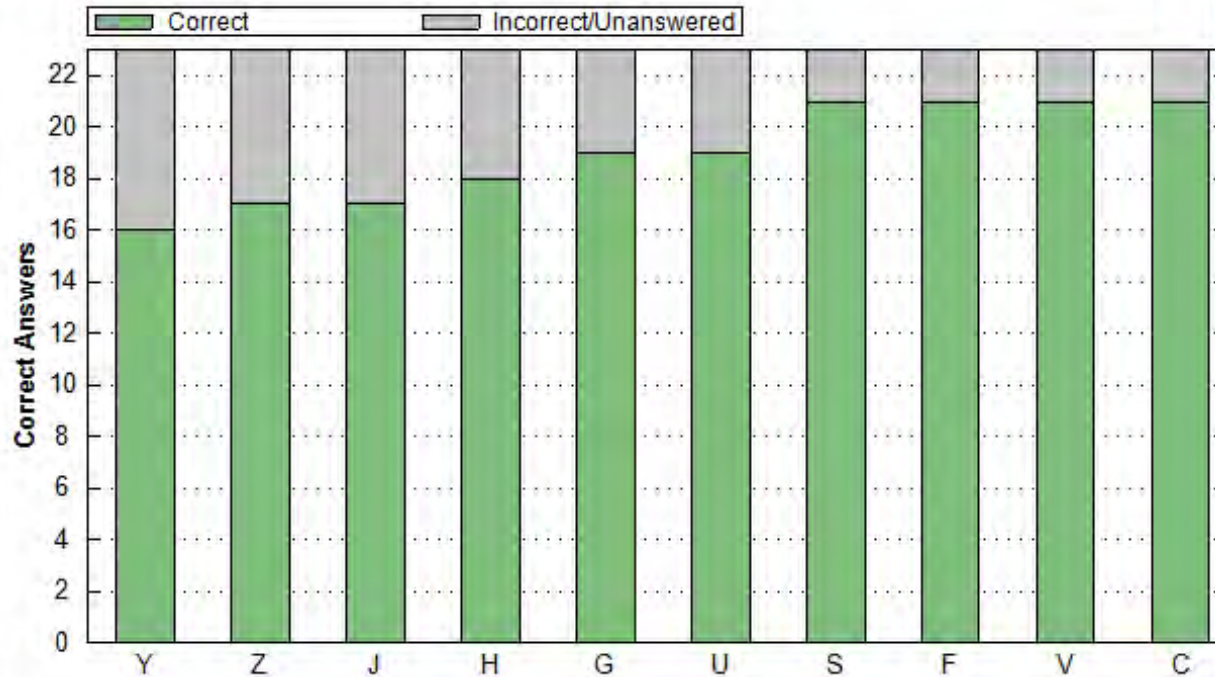
Most Known

Question Order



Alphabetical

[How to use zoom](#)

Zoom



 **Classes (1)** [Add](#) 

 **Groups (0)** [Add](#) 

 **Students (23)** [Add](#) 

- Miguel Castro [edit](#)
- Alvaro Cervantes [edit](#)
- Maria Duarte [edit](#)
- Leo Fitzpatrick [edit](#)
- Karina Garcia [edit](#)
- Eduardo Gonzalez [edit](#)
- Graham Grove [edit](#)
- Roberto Guzman [edit](#)
- Diego Hernandez [edit](#)
- Litzy Hernandez [edit](#)
- Oscar Hernandez [edit](#)
- Dulce Ivonne Islas [edit](#)
- Mia Kalargiros [edit](#)
- Dante Marquez [edit](#)
- Adrian Perez [edit](#)
- Evelyn Perez [edit](#)
- Karen Pulido [edit](#)
- Jesus Rodriguez [edit](#)
- Guadalupe Rubio [edit](#)
- Jaden Seal [edit](#)
- Jennifer Servin-Flores [edit](#)
- Adelaide Vawter [edit](#)

Ms. McCoy's Class Summary

Track Name: **Calistoga**

Teacher: [Ms. McCoy](#)

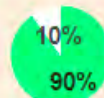
Class: [Ms. McCoy's Class](#)



Students 23

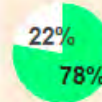
[CES_K](#) **[CES_K-T2](#)** [CES_K Math](#) [Pre-Reading](#) [Pre-Math](#)
[Sight Words Gr.1](#) [ces HFW end of year](#) [CES_K_phonics](#)

CES_K-T2 Naming Upper Case Let



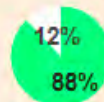
Students Tested
23 / 23
Correct Answers
536 / 598

CES_K-T2 name lowercase



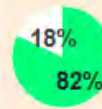
Students Tested
20 / 23
Correct Answers
468 / 598

CES_K-T2 consonants/ vowel sou



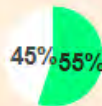
Students Tested
23 / 23
Correct Answers
264 / 299

CES_K-T2 HFW



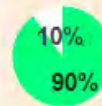
Students Tested
23 / 23
Correct Answers
151 / 184

CES_K-T2 Rhyming



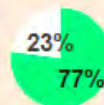
Students Tested
23 / 23
Correct Answers
63 / 115

CES_K-T2 Beginning Sounds



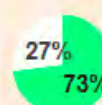
Students Tested
23 / 23
Correct Answers
103 / 115

CES_K-T2 Oral Blending



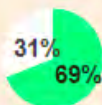
Students Tested
23 / 23
Correct Answers
177 / 230

CES_K-T2 Oral SEGMENTATION



Students Tested
23 / 23
Correct Answers
84 / 115

CES_K_T-2_CVC



Students Tested
23 / 23
Correct Answers
159 / 230

Legend

■ Correct

■ Incorrect



Class
Totals
Report



Bar
Graphs
Analysis



Test
Result
Letters



Print
Flash
Cards



Print
Pie
Charts



View
Untested
Students



Garner iREADS grade K

DATA SNAPSHOTS

Cycles in Current Topic

Number of Students



▼ Class Analytics

Growth

Screener

▶ Student Analytics

TOOLKIT

Groupinator™

Interactive Learning Tools

Downloadables

MANAGE CLASS



Bit,	13.5
Camacho, ...	13.4
Lobo,	13.3
Gonzalez,	13.2
Maulino,	13.2
Gillen	11.5
Gavidia,	9.6
Gomez,	9.6
Viernes,	9.2
Espiritu,	8.3
Wu,	7.3

Key

- Level A correlates to Kindergarten standards
- Level B correlates to Grade 1 standards
- Level C correlates to Grade 2 standards

— Student placed past this series

| Initial Screener Placement

! Deferred topic in current series

D Student is currently working on deferred topic

■ Above grade level

■ On grade level

■ Below grade level

■ Far below grade level

■ Mid-Year Benchmark (Series 10 - 12)

■ End-of-Year Benchmark

[Print](#)[Download as Excel File](#)[Download as PDF File](#)[Close](#) Display zero values if Not Tested

Report Date: 01/03/2014

Group Totals Report

Subject: Report Cards

Teacher Mrs. Garner	Group Mrs. Garner's Class	Numbers (0- 20) <small>(out of 21)</small>	Uppercase Letters <small>(out of 26)</small>	Lowercase Letters <small>(out of 28)</small>	Uppercase Sounds <small>(out of 31)</small>	Lowercase Sounds <small>(out of 31)</small>	>Total Weighted Score			
First Name	Last Name	B 1 2	B 1 2	B 1 2	B 1 2	B 1 2	B 1 2	B	1	2
Katherine		21 21 21	26 26 26	28 28 28	24 31 31	23 31 31	90	100	100	
Kaelyn		21 21 21	26 26 26	27 28 28	31 31 31	30 31 31	99	100	100	
Kassandra		21 21 21	26 26 26	27 27 28	26 26 31	29 29 31	95	95	100	
Evelyn		21 21 21	26 26 26	27 28 28	31 31 31	31 31 31	99	100	100	
Gaby		1 21 21	25 26 26	25 28 28	26 31 31	31 31 31	75	100	100	
Lily		21 21 21	26 26 26	25 28 28	22 22 31	17 17 31	83	85	100	
Ain		21 21 21	26 26 26	28 27 28	26 26 31	29 29 31	95	95	100	
Kylee		21 21 21	26 26 26	25 28 28	16 30 31	31 31 31	88	99	100	
Rachel		20 20 21	26 26 26	27 27 28	26 30 31	30 30 31	94	97	100	
Maren		20 20 21	23 26 26	20 27 27	17 28 31	13 27 31	70	94	99	
Xochilt		21 21 21	26 26 26	28 28 28	30 30 31	28 28 30	97	97	99	
Brandon		21 21 21	24 25 26	24 26 28	24 24 30	25 25 31	87	89	99	
Beyonce		17 17 21	13 13 26	9 9 26	11 11 31	11 11 30	47	47	98	
Gianfranco		10 10 20	11 11 26	6 6 27	7 7 28	3 3 30	29	29	96	
Brandon		18 18 21	23 23 26	18 18 28	16 16 28	6 6 28	62	62	96	
Samantha		14 14 18	12 12 26	7 7 26	8 8 27	4 4 30	35	35	92	
Caleb		21 21 21	22 22 26	15 15 26	0 0 25	0 0 25	48	48	91	
Malik		21 21 21	12 12 25	11 11 22	6 6 20	4 4 25	44	44	84	
Hunter		14 14 16	18 18 26	15 15 27	0 0 22	0 0 20	38	38	82	
Ethan		16 16 19	15 19 26	17 17 25	11 11 20	10 10 21	52	56	82	
Kevin		13 13 13	9 9 25	7 7 19	0 0 23	0 0 21	24	24	74	
Alexander		8 8 8	5 5 19	4 4 20	3 3 22	0 0 25	16	16	67	
Webster		16 16 20	4 4 15	6 6 17	0 0 14	0 0 18	23	23	63	
Reileen		18 0 18	2 2 16	1 1 13	0 0 15	0 0 17	19	2	59	
Daniel		13 13 13	1 1 13	0 0 12	1 1 14	0 0 17	14	14	51	
Joshua		5 5 5	3 3 8	1 1 6	1 1 9	0 0 12	8	8	29	
Junior		0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0	0	0	
Teacher Mrs. Garner	Group Mrs. Garner's Class	Numbers (0- 20)	Uppercase Letters	Lowercase Letters	Uppercase Sounds	Lowercase Sounds	Total Weighted Score			

Digital Early Literacy Report 2012-13

- NVUSD – 5 Schools, 14 (+1) teachers
- St. Helena – 4 Classrooms
- Calistoga – 3 Classrooms

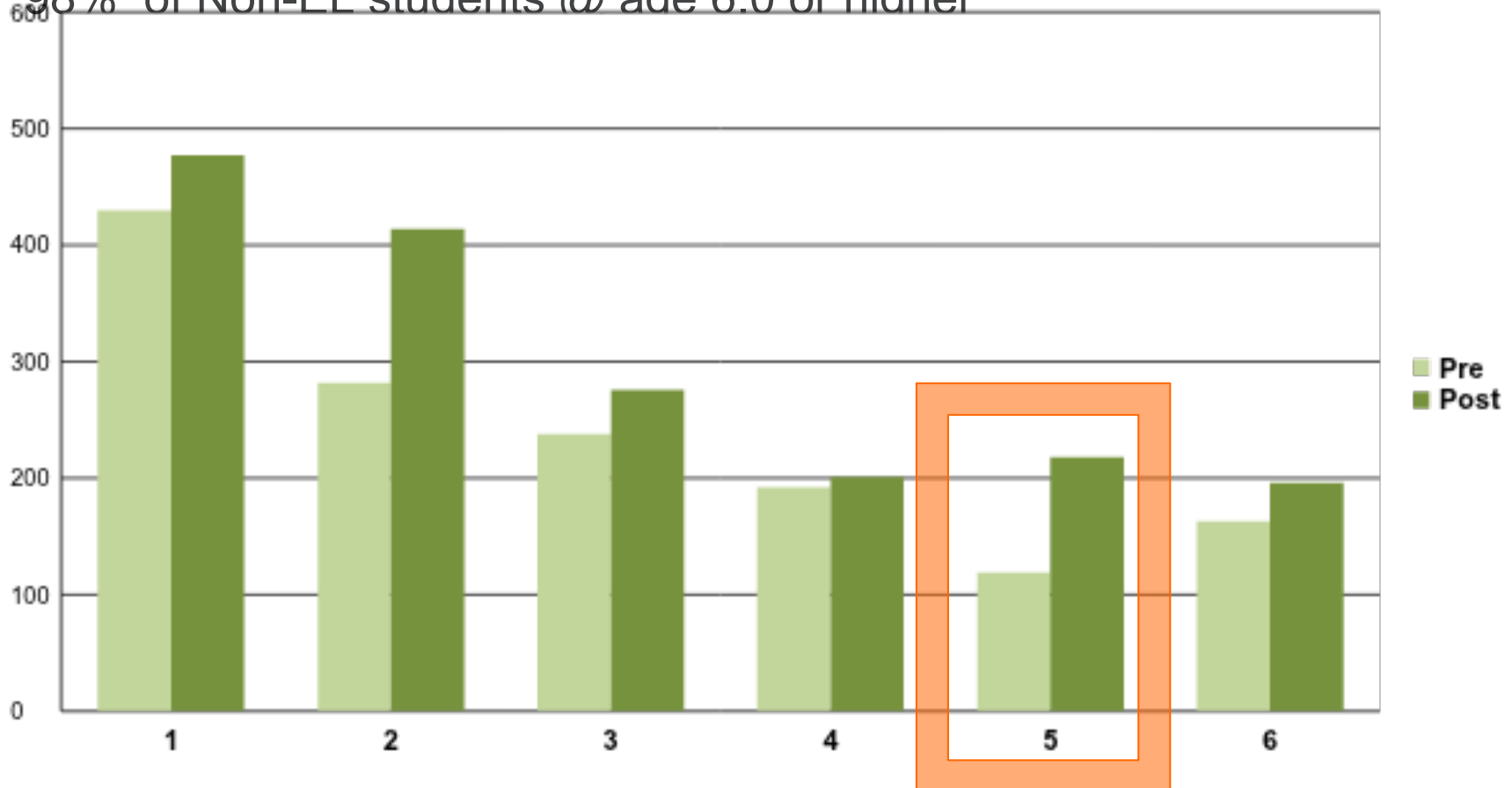
Goals for Students

- Goals for Students:
 - Increase receptive vocabulary.
 - Increase expressive vocabulary
 - Develop 21st century skills
- Demographics

N	M	F	Latino	White	EL	Non-EL	FRM Eligible	Not Eligible
560	46%	49%	70%	27%	60%	35%	65%	30%

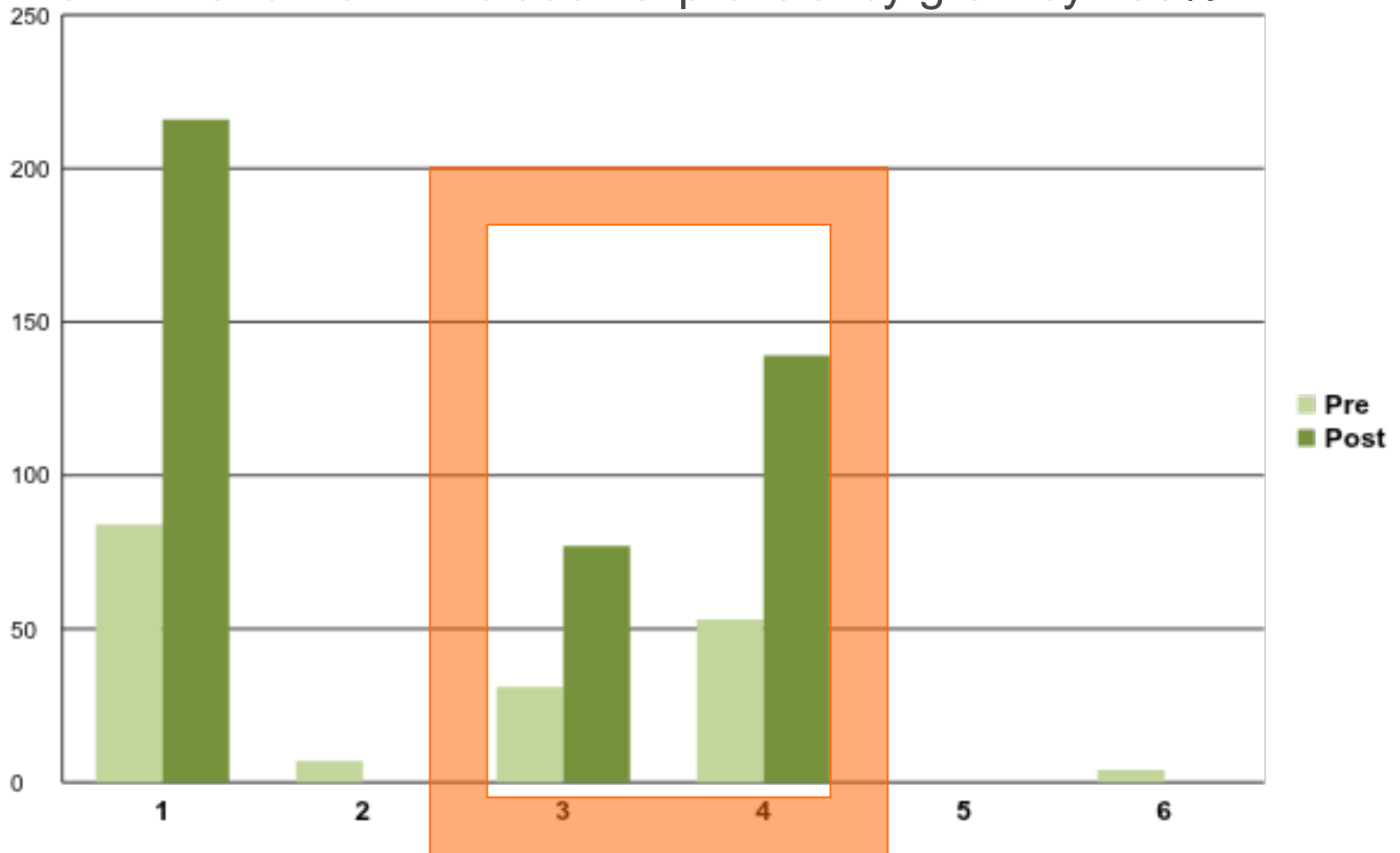
Increase Receptive Language: PPVT Pre-Post

- 79% of EL Students at age 6.0+
- 98% of Non-EL students @ age 6.0 or higher



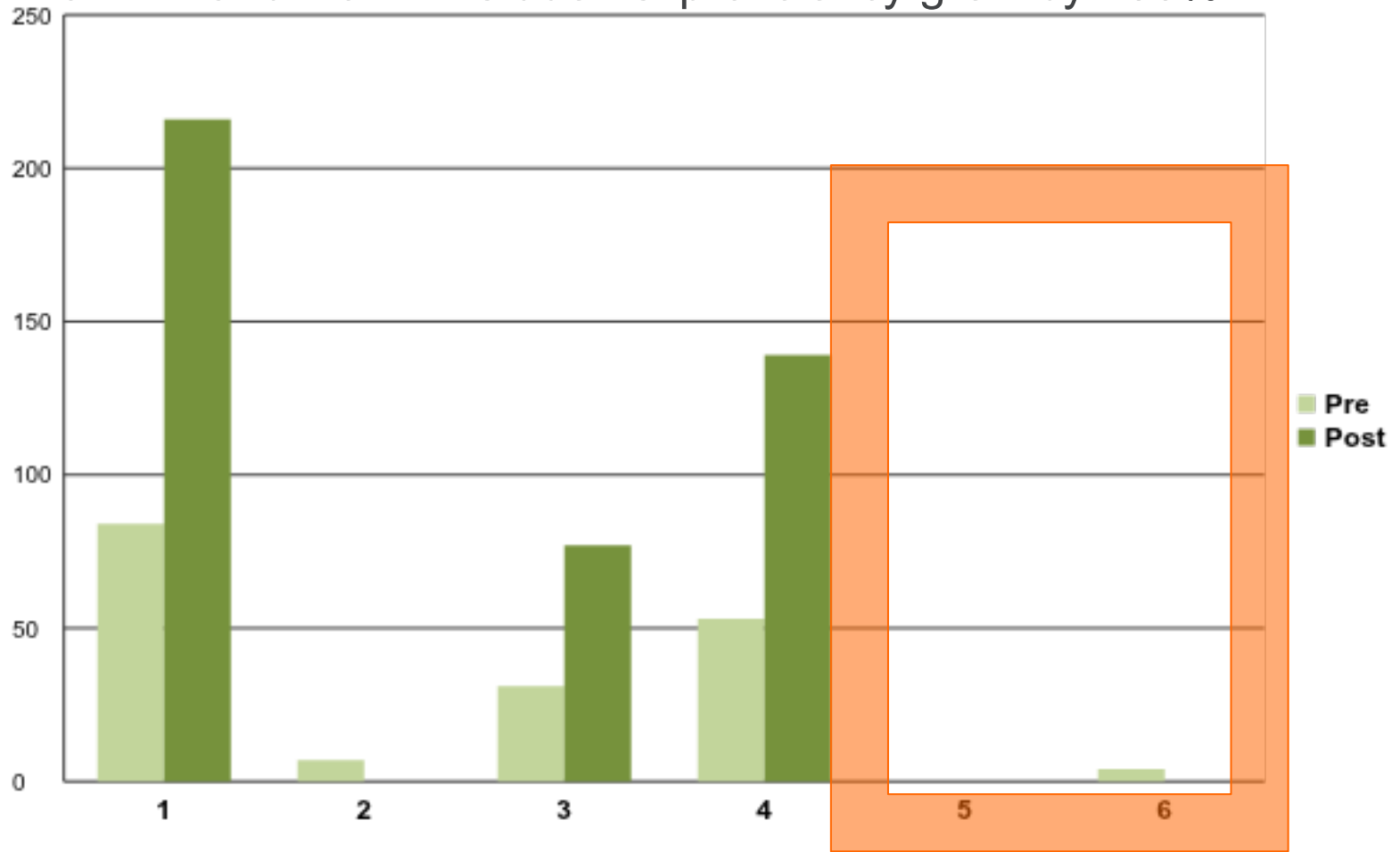
Increase Expressive Language: EVT Pre-Post

- Post: 78% of Non-EL at 5.0+ level; 29% of EL; 0% of any at 6.0 Level
Both EL and Non-EL students' proficiency grew by 250%



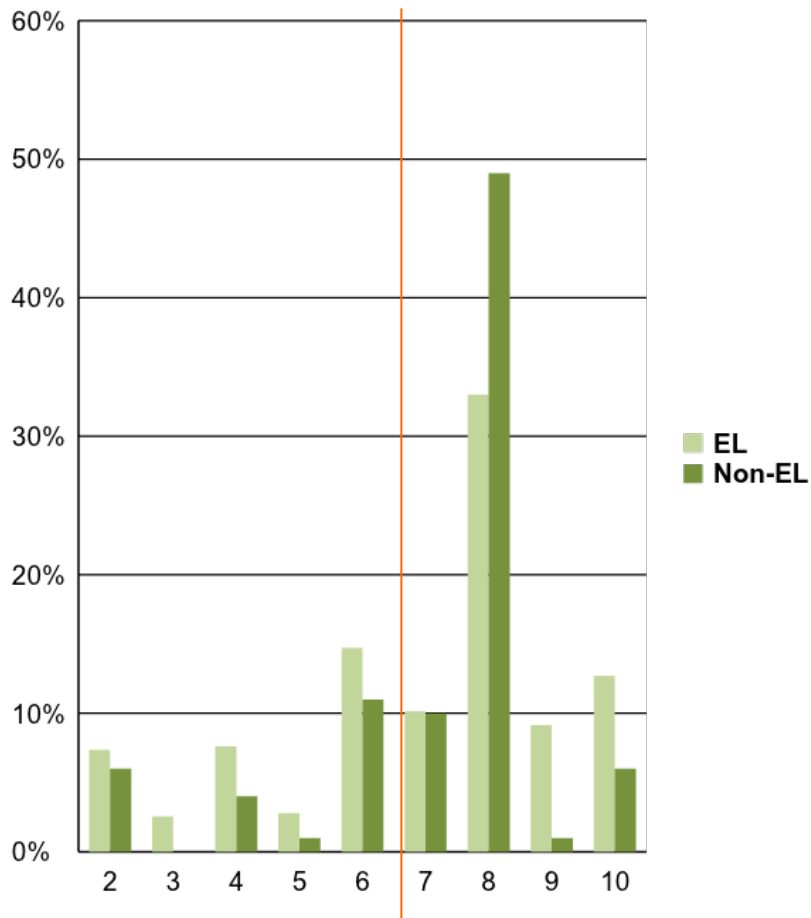
Increase Expressive Language: EVT Pre-Post

- Post: 78% of Non-EL at 5.0+ level; 29% of EL; 0% of any at 6.0 Level. Both EL and Non-EL students' proficiency grew by 250%

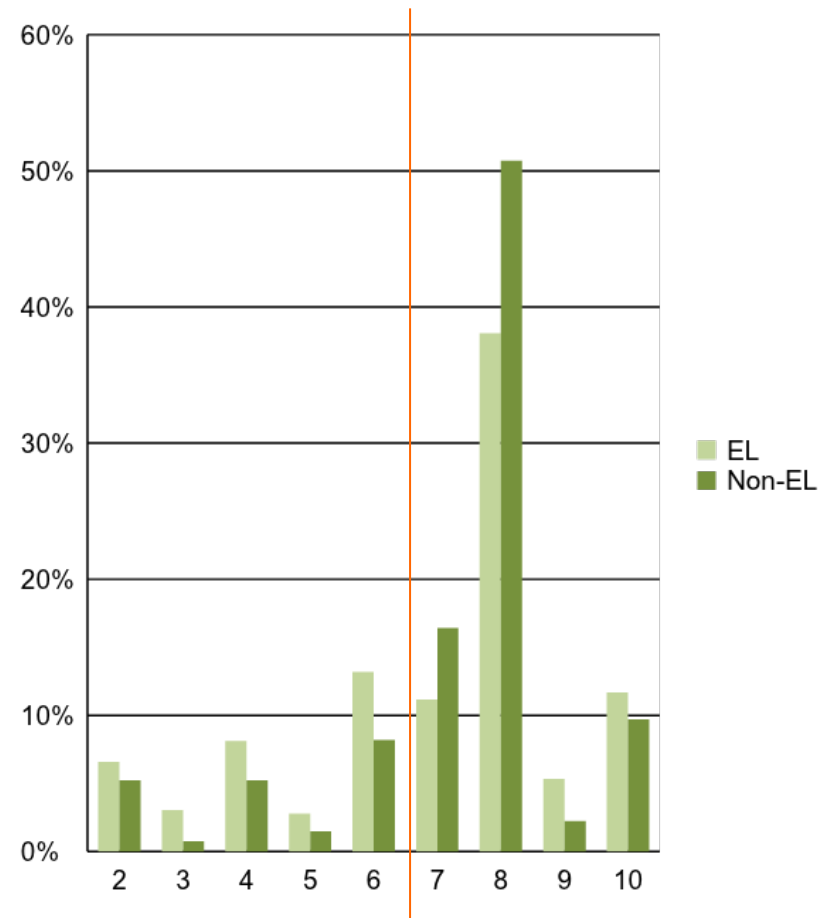


District Writing Assessment Pass Rates

● **Content** 66% EL & 65% Non

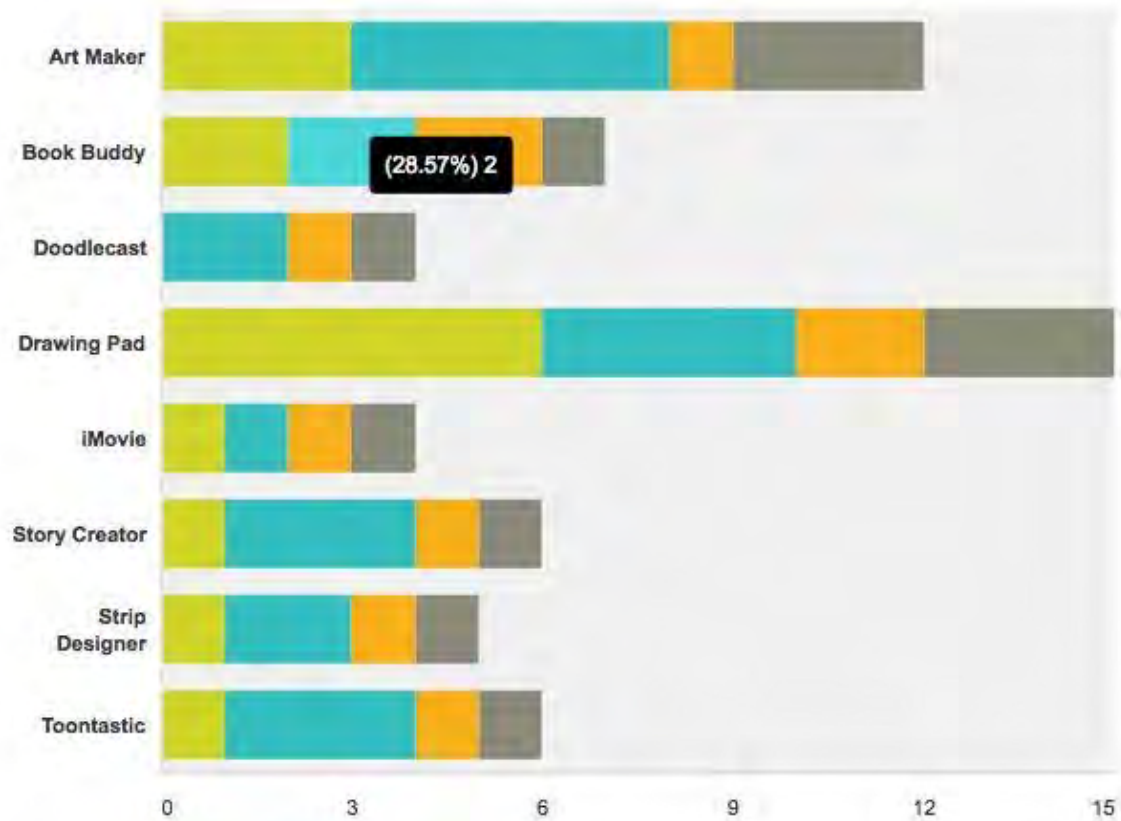


● **Conventions** 66% EL & 65% Non



Apps: Written Expression

Answered: 17 Skipped: 5



■ important part of the curriculum
 ■ supplemental to the curriculum
■ tangential to the curriculum with other benefits
■ simply fun (at no time was use part of the curriculum)
 ■ would not continue to use

Goals for Parents

- Determine parent interaction with iPads – themselves & child

Did you know that your child was using an iPad this year in the classroom?

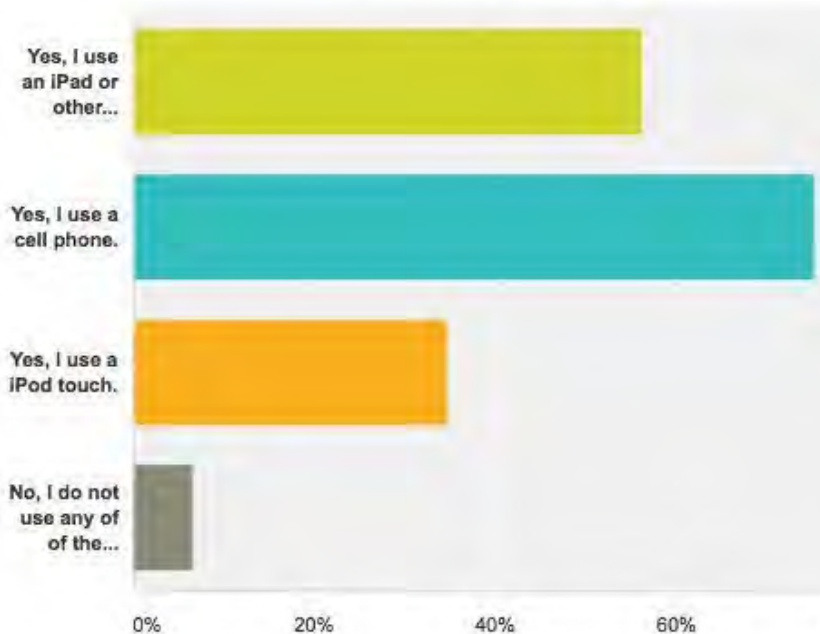
Answered: 96 Skipped: 0



Parents: Personal Use

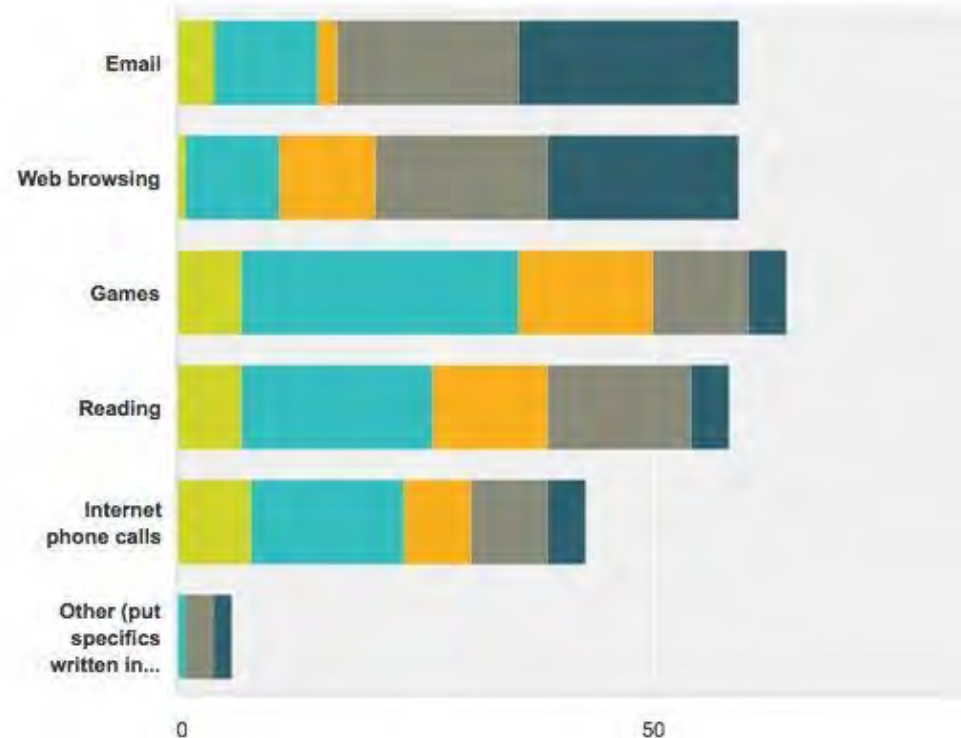
Do you use an iPad, other tablet, iPod Touch, cell phone or other digital device
Choose as many answers as apply.

Answered: 89 Skipped: 7



If you own a tablet or have access to one, how do you use it and how often? Check all that apply.

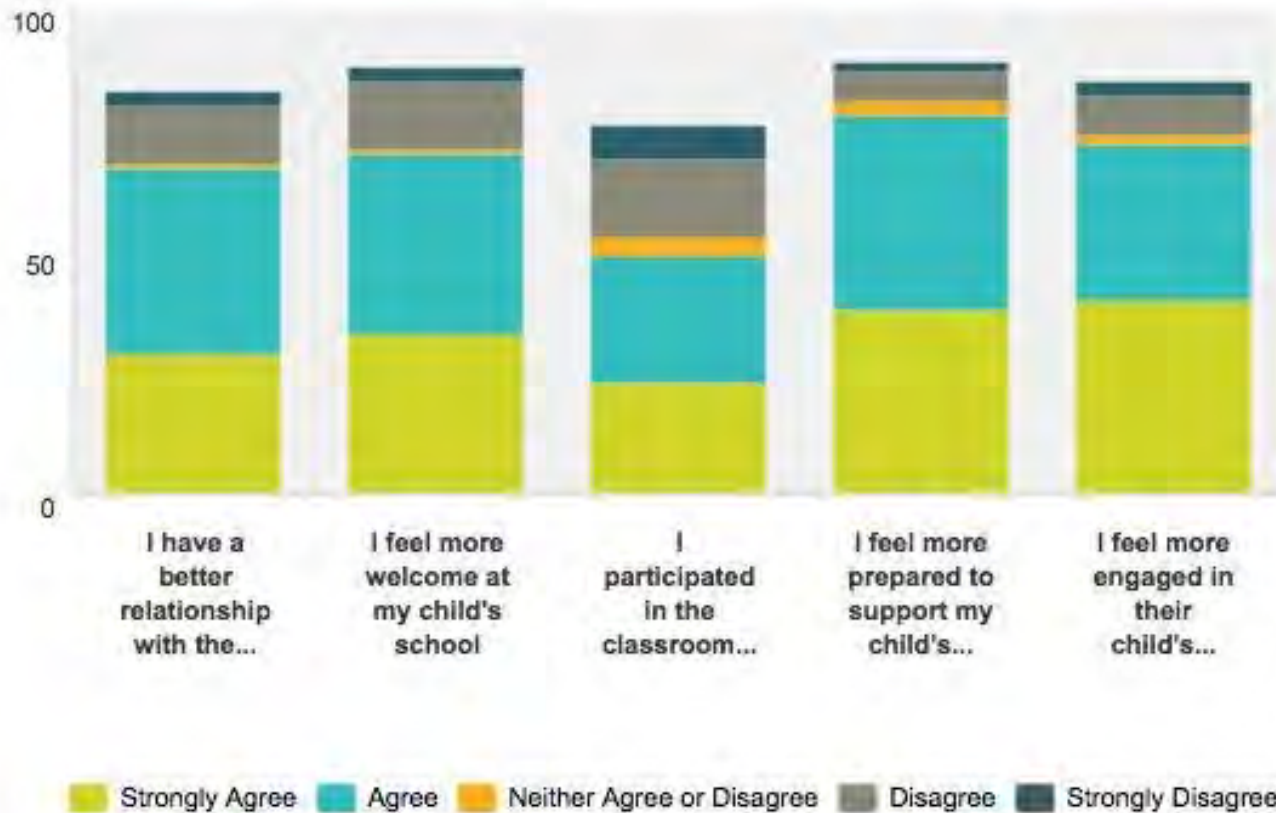
Answered: 76 Skipped: 20



Parents: Perceptions of Child Use

**Please rate the following statements:
Because of the ipad program...**

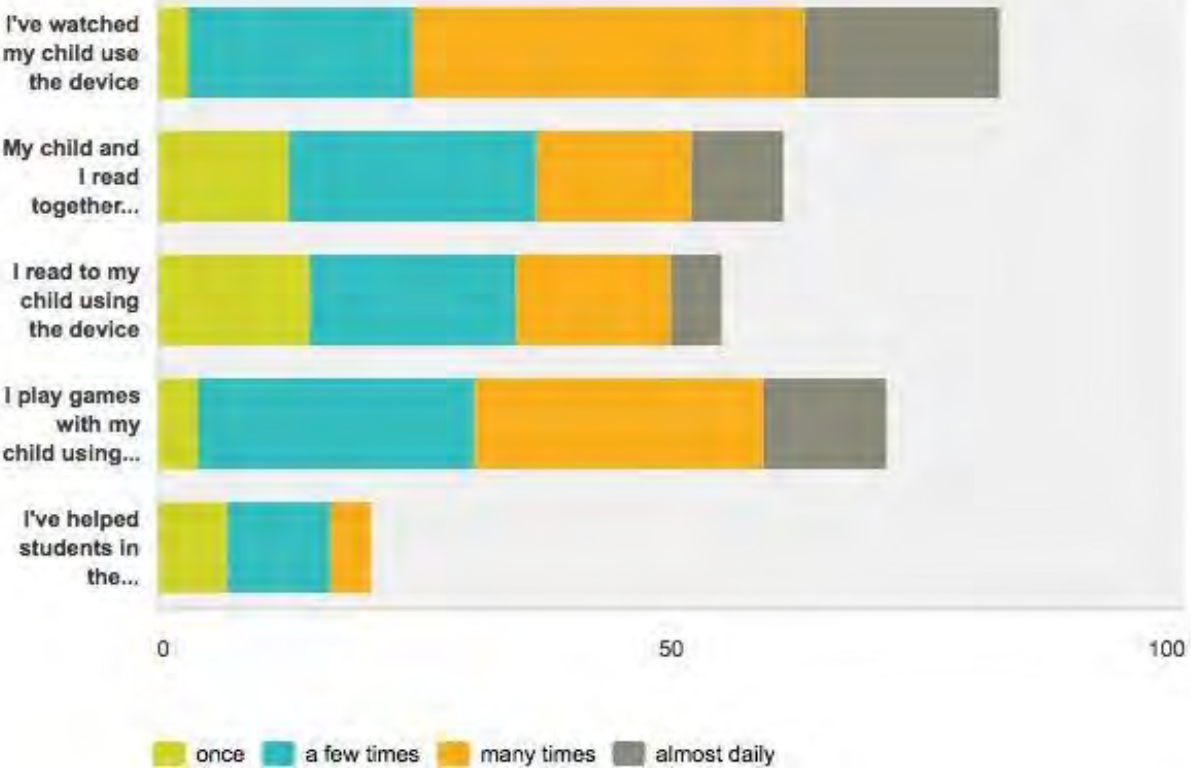
Answered: 91 Skipped: 5



Parents: Increase Reading to Child

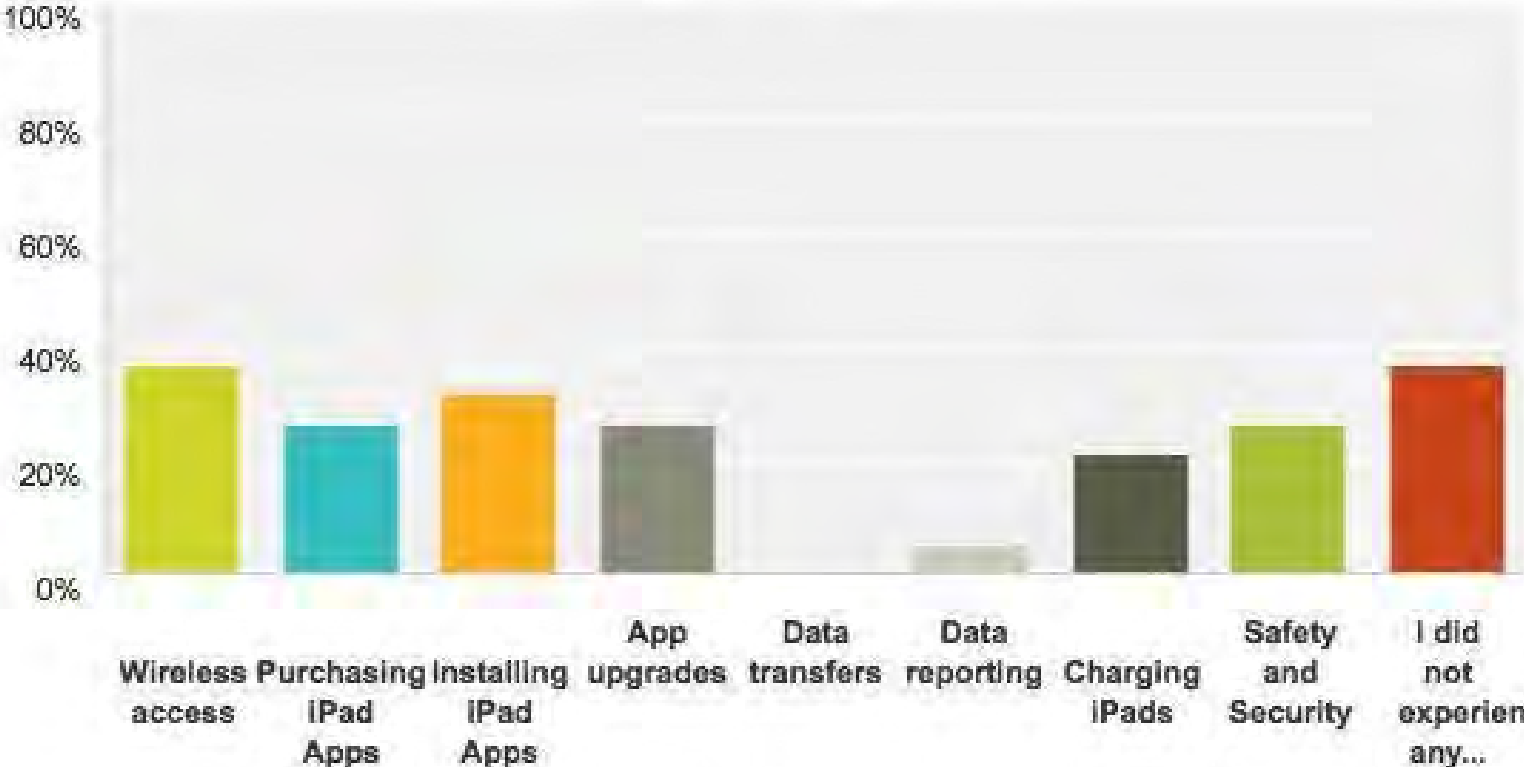
Please tell us how you and your child use the iPad or other device you have available.

Answered: 86 Skipped: 10



Impact: Support Needs

Answered: 19 Skipped: 3



Impact: Support Needs

- Teachers:
 - Time to Explore
 - Modeling/Observing
 - Specific Training
 - Trouble-shooting
 - iPad specifics
 - App specific
 - Content specific
 - Collaboration (leverage tech)

Recommendations

- Early and Often – Teacher Development
 - Need a teacher workshop early in the school year
 - Simplify objectives and go deeply into them
 - Develop a PLC (see online below)
- Reflection
 - Teachers must embrace reflection as part of the learning process
 - We need to create a way to easily collect data:
 - Who “gets” it and who doesn’t
 - Examples of using “it” well
 - Sample lessons (tied to common core)
 - Model teaching – blogs, student work examples
 - Develop online resources
 - Lesson plans
 - App reviews
 - Curriculum matrices by time
 - iKinder stipends for teachers who are advances to build out the site

iKinder.org

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Exploring iPads & 21st Century Learning for Young Learners

EQUITY • ACCESS • RESEARCH •
LIFELONG LEARNING • TEACHER
DEVELOPMENT

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WELCOME

Pamela Redmond ~ Touro University

Pedagogy in Practice

Case Studies of Accomplished Math & Science Teaching

Innovative teachers changing the future one classroom at a time

iKinder.org

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Exploring iPads & 21st Century Learning

LEARNNOVATION LAB

The Learning Innovation Lab

- **Engagement & Motivation:** How can we leverage the unique affordances of today's technology to engage and motivate students?
- **Essential Learnings:** What is essential for students to learn to be ready for the future workforce?
- **Universal Design for Learning (UDL):** Can we design lessons so that every child has access to information and can participate fully regardless of learning style? How can technology support this?
- **iPads in the Classroom:** If iPads are seamlessly immersed in the kindergarten curriculum, how will teaching and learning change? What are the unforeseen benefits?
- **Project Based Learning:** What is the evolution of thought and practice for a new teacher when project-based learning and technology come together?



Touro University California Graduate School of Education
Leaders in Digital Age Learning
 Master of Education Degree with Emphasis in **Innovative Learning**

Preparing Caring Professionals to Serve, to Lead, to Teach.

By embrace innovation in the context of open and collaborative approaches to education, cohort members explore and prototype new models for learning and performance. Through problem-based action research, participants cultivate provocative methods to support equity, achievement gaps, promote social justice and equity. The curriculum encourages students to:

- Examine the needs of schools and districts that face the challenges of achievement gaps, inadequate resources, poverty, language, and diverse cultures and innovate to create change and equitable practices.
- Focus upon effective pedagogies from the real world context of teaching in multicultural school systems and the future work place in a global market.
- Develop competencies in:
 - o core subjects & 21st century themes
 - o learning & innovation skills
 - o information, media & technology skills

Credential Completion Option
May be completed in One Year*

9 Units in the Innovative Learning Emphasis Classroom

ED 701: The Dynamics of the Equitable Classroom
 ED 702: Digital Tools for Edu-Vectors
 ED 703: Extending Human Capacity via Translanguaging
 9 Units of Action Research
 ED 790: New Literacies and Digital Epistemologies
 ED 791: Sensemaking and Research Design
 ED 792: Capstone Seminar

Fully Online Cohort Program

- Strong support network and collaborative community
- Guaranteed course offerings
- Flexible scheduling to meet cohort need
- Cohort facilitator provides near mentoring & support (graduate of the MEd program)
- Highly qualified faculty with classroom teaching experience
- Opportunity to meet face-to-face at conferences

* Valid CA Credential Required. 12 credential units are accepted toward the 30 unit Master's degree.

Touro University Graduate School of Education
Leaders in Digital Age Learning
 Master of Arts in Education Degree with Emphasis in **Educational Technology**

Preparing Students for Their Future

educators who technology real world curricula, and research for educational of all students. addressing the pedagogies that promote age and meet the learning path. student leader in your field. State Technology others. forum moves candidates from Researcher to Mentor/Leader. animating service projects benefit teachers & students.

18 Unit Credential Completion Option
May be completed in One Year*

9 Units from Digital Age Learning/EdTech Focus:
 EDU 741: Survey of Educ. Technology
 EDU 745: Emerging Trends in Technology
 EDU 742: Integrating Technology into Classroom Teaching
 EDU 727: Special Topic: Digital Storytelling
 EDU 727: Special Topic: Web 2.0 and the Millennial Learner
 EDU 747: Instructional Design & Development

9 Units of Research
 EDU 710: Introduction to Research for Educators
 EDU 716: Reading/Writing Educational Literature
 EDU 795: Master's Thesis/Project Seminar

Regional School District Programs

- Conventional Local Courses with Summer Classes on More Island
- Flexible Scheduling Including Some Online Classes
- Local School District Facilitator to Support You
- Cohort Model - Strong Support Network
- Personal Attention
- Highly Qualified Faculty with Classroom Teaching Experience

* Valid CA Credential Required. 12 credential units are accepted toward the 30 unit Master's degree.

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 1380 Club Drive - Vallejo, CA 94592

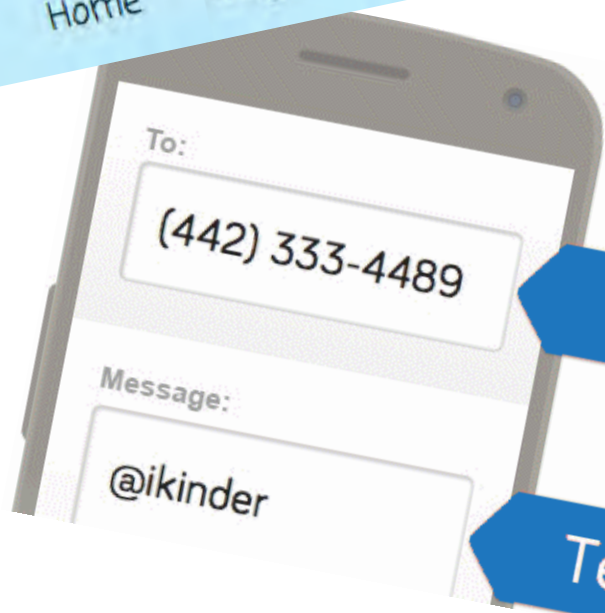
Promoting social justice and serving the community and larger society through the preparation and continuous support of educators who are able to meet the needs of a constantly changing, challenging, and diverse student population.



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